

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods



Christ Blessing Little Children

R. Hofmann

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The Catholic School Journal

A Magazine of Educational Topics and School Methods.

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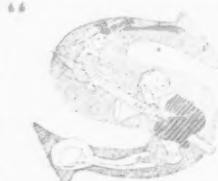
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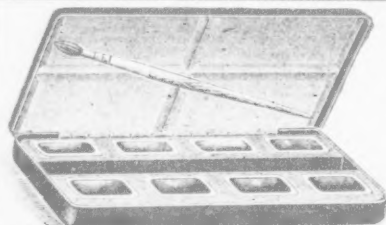
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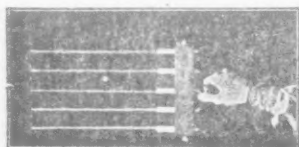
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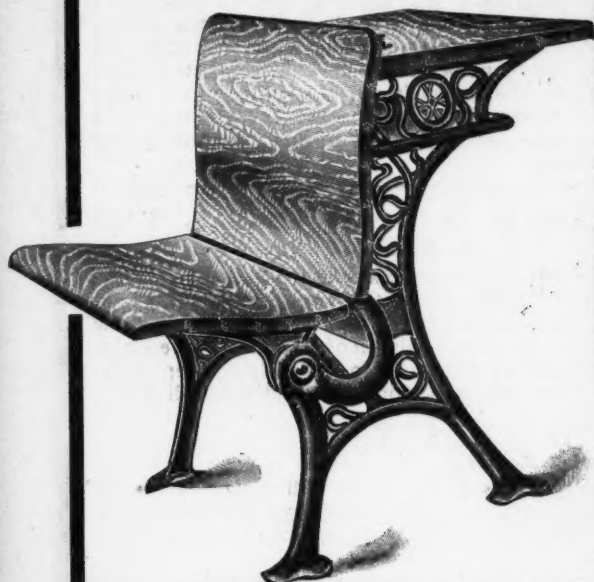
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INCULCATE IDEA OF RESPONSIBILITY.

As nearly as possible, train pupils in individual responsibility. Do not allow them to lay the blame of their own misconduct on other children. Kindly, but firmly, show them that the choice always remains with them to choose their own line of conduct, and that it leads to its own legitimate result. It is well to let them see this in its practical workings. In every class there will always be a few, who, although hearing the instructions as to the lessons to be learned, waste time in idleness, waiting for the prodding that so often comes from the patient or impatient teacher. If they are spoken to often enough the lesson is done; but the learning of it has not helped the child along the path of character-making, since it has been done under the stress of the teacher's eyes and words. It is sometimes a good plan to let a child take its own way for once, and then visit him with some penalty, that will teach him that what seems the path of least resistance, may end in a quagmire of discomfort and regret, with the added consciousness that it was his own choice.

Past history and the events of the day are full of proofs that our moral, mental, physical, and material belongings are largely the accumulation of our own acts, and we should try to impress upon children, early and late, that the way to avoid the mistakes of others is to lay in youth the sure and safe foundation of good habits. Read and tell children stories that will give an opportunity to get at their ideas by asking, "What would you do in such a case?" and thus train them in thoughtfulness and discrimination. Children need this training in thinking and deciding for themselves, that they may fully realize that they are accountable and responsible for their own acts.

THE QUESTION OF ACCURACY.

Accuracy in class work is something that should be constantly striven for, and yet it should not be allowed to overshadow other and larger considerations in teaching. Children are not accurate and cannot be till immaturity becomes maturity. The child cannot be so well trained that errors in combinations do not occur. His power in concentration is too weak to force continuous attention to each combination, so he eases up occasionally by guessing results, and of course often guesses wrong.

When the child becomes tired or hungry it is nearly impossible for him to be accurate; a lesson carried beyond its proper limits, or taken up immediately after arduous brain work will bring a large harvest of errors. Teachers need to study the question of fatigue. All have noticed the freshness and vigor of pupils in the first hour of the morning, how it flags a little just before recess, is good again for a half hour, when it droops and drags along till noon dismissal. After the rest and the dinner there is fine work for awhile, but late in the day attention is nearly impossible to secure, and diversions of all kinds are welcome even to well disposed children.

Notwithstanding the errors, well taught children show marked growth in accuracy. They should be taught to reckon with care and attention, not allowed to count fingers or dots, or to guess their way through a treacherous or tortuous quagmire of uncertainty. Don't be grieved because your children make mistakes, but bestir yourself if you find the habit growing on them.

INVESTIGATE CIGARETTE SMOKING.

It is hoped that all parochial school authorities take occasion to see that the cigarette evil gains no hold upon any of the boys of the upper grades. In this matter the vigilance of teachers and principals should extend to

what occurs on the way to and from the schoolhouse.

Usually, all that is necessary to break up a tendency to cigarette smoking is a heart to heart talk with individuals and to classes on the folly, unmanliness and pernicious effects of the habit. Boys take to smoking principally because they see their elders smoking and they get the idea that it will give them a position of importance and superiority among their fellows if they adopt the practice. Not having the money to buy cigars, nor the ability to stand the strength of clear tobacco, they begin with the mild but more harmful cigarette. If allowed to continue for any length of time a taste for the cigarette is acquired and a habit formed which is hard to break. When the cigarette smoker is made to realize the bad effects of the practice on his physical and mental development, and in addition to this finds that his school mates regard his indulgence as foolish and contemptible, he is very likely to discontinue. The attitude of the school, as represented in the convictions of the pupils, must be unmistakably against this as well as all other wrong and unwise practices. Some few cases may require a more severe remedy.

The importance of timely attention to this matter is clearly indicated in the following remarks of Hon. George W. Stubbs, Judge of the Juvenile Court of Indianapolis. He says:

"In the Juvenile Court I have found that manliness and good conduct can be aroused and stimulated in boys, no matter what the offense of which they may have been guilty, if only they are not cigarette fiends. When a boy has become addicted to the use of cigarettes the disease is in his blood and brain; his moral fibre is gone; he becomes apathetic, listless and indifferent; his vitality has been sapped away, and all the vigor that should characterize the normal boy is gone. We have found that we have but small chance to reform and help the cigarette fiend unless the habit can be broken. It is a fight with the boy's appetite, which, like the burning thirst of the inebriate, rarely listens to moral suasion, and when a boy is in this condition he easily drifts into crime."

As to the physical effects of cigarette smoking Dr. Bartholomew of Jefferson Medical college says: "Tobacco in any form is a great injury to the growing boy, and the fashion of inhaling the smoke and then forcing it through the nose is deadly in its effects. It causes catarrh in the air passages, and makes the smoker disgusting as well as puny and stunted. You will find that these cigarette smoking youths have impaired digestion, small and poor muscles, irritable tempers, and lack of capacity for sustained effort of any kind, and I believe that they do not succeed in life. The men who win are men of strong physique. A cigarette-smoking boy will not make a strong man."

ERADICATE THE SLANG EVIL.

Particularly if Prevalent Among Girls.

Slang does not become girls; it is bad enough in boys, but far more revolting among girls. And yet we have the testimony of the principal of a high school that girls of otherwise refined demeanor inadvertently fall into the use of such language. He even claimed what we could scarcely accept, that slang phrases are well nigh as common among schoolgirls as schoolboys. He designated some of the phrases as follows: "No, you don't," "You don't come it," "Bosh," "That's a pretty how d'ye do," "Did you ever," "Well, I never." There is a long list of such expressions that should be remanded to the saloon instead of tolerating them in the school or home. They appear far more objectionable when employed by

young ladies than they do when used by young men. For a refined delicacy is expected of the former class which is not expected of the latter. Really coarse expressions appear coarser when they fall from the lips of a young woman. Extravagant language usually keeps company with slang. "How did you enjoy the lecture last evening?" enquired one young lady of another. "Immensely," was her prompt reply. Her answer was much larger than the question, and indicated an enjoyment of very unusual proportions. "What a horrible voice that man has," said a young woman of a speaker to whom she had just listened; and horrid hats and addresses, not to mention other things, are common with this class. That some speakers have unpleasant voices is true, and no one will deny that queer things appear under the name of hat and dress, but it is far more appropriate to apply the term "horrible" to the assassination of a President. Some girls never have any but a "magnificent ride," "superb party," "grand picnic," and "immense" times generally, except when the horrible experiences occur. Such girls swear, too. A certain kind of profanity is apt to fasten to their slangy and extravagant language. Instead of letting their "yea be yea, and nay, nay," and heeding the Divine lesson, "Let your speech be always with grace, seasoned with salt," they employ strong expletives, omit the "grace," and season their conversation with pepper instead of salt. In this category must be put such words and phrases as "Gracious," "By gracious," "I vow," "My goodness," "For mercy sake," "Zounds," "My soul," "Jingo," and many more that are on the line of profanity.

Dr. Peabody once said in an address at a female seminary: "There is a great deal of swearing among young ladies who would shudder at the very thought of being profane. The Jews, who were afraid to use the most sacred names in common use, were accustomed to swear by the temple, by the altar, and by their own heads; and these oaths were rebuked and forbidden by divine authority."

"I know not why the rebuke and prohibition apply not with full force to the numerous oaths by goodness, faith, patience and mercy, which we hear from lips that mean to be neither coarse nor irreverent in the schoolroom, street and parlor; and a moment's reflection will convince any well-disposed person that in the exclamation, 'Lor!' the cutting off of a single letter from the consecrated word can hardly save one from the censure and penalty written in the third commandment. I do not regard these expressions as harmless; I believe them inconsistent with Christian laws of speech. The frame of mind in which a young lady says, in reply to a question, 'Mercy, no!' is very different from that which prompts the simple, modest no. Were there any room for doubt, I should have some doubt of the truth of the former answer; for the unnatural, excited, fluttered state of mind implied in the use of the oath might indicate either an unfitness to weigh the truth or an unwillingness to acknowledge it."

VENTILATING THE SCHOOLROOM.

At this time of the year the matter of schoolroom ventilation becomes an ever-present and important problem for teachers, especially for those who are located in other than the most modern buildings.

If artificial ventilation is not or cannot be installed there are improvements that may be made upon the old-fashioned practice of opening wide the doors and windows. When windows have to be used without any fixtures for interrupting the direct flow of the outside air, much less discomfort to the pupil will result if they are opened from the top. But it is wrong to expect proper ventilation in a crowded room from doors and windows alone. Accessory means can be easily established, as, for instance, by making several openings for the exit of air around the top of the room and others for the entrance of air at the bottom. These openings should be provided with registers that can be opened and closed at will. If it is necessary to use the windows, it is desirable to employ some form of the numerous window ventilators in use. Some are merely plain strips of board fitted underneath the lower sash, allowing the air to enter upwards between the sashes. Others are wooden pieces perforated in such a way as to direct the current of entering air upwards. Another is a device of glass after the fashion of a Venetian blind.

An excellent adjunct appliance, efficient in its place, but hardly large enough to supply all the air required in a schoolroom, is a ventilator made of glass inclosed in a

THE GOOD TEACHER AND THE BAD BOY.

Abbe Fenelon's Method of Discipline.

A striking proof is given in history of the power of a good teacher to transform a bad and vicious child to a model of virtue and nobility in the story of Louis, Duke of Burgogne (the father of Louis XV of France), and his tutor, Abbe de Fenelon.

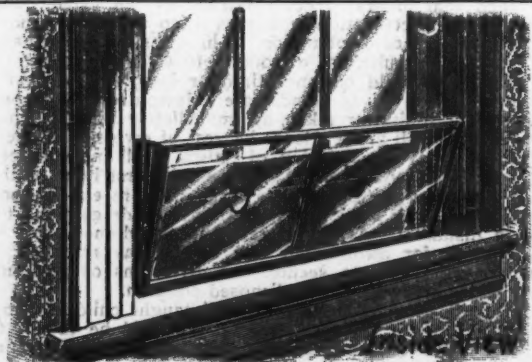
The boy was, until 7 years of age, the despair of the court and all his family. To quote from a historian: "The boy was terrible; his early youth made one tremble. He was incapable of enduring the least opposition, even from inanimate objects, or the elements, without flying into a passion that almost tore his frail body to pieces. He was obstinate and sensual to an abnormal degree. He was a prey to early vice and passion, and often cruel and savage, unfeeling in his jests, and looking down on all men, even his brother, as his inferiors. He would break the clocks when they struck the hour that called him to his tasks, and fly into a mad temper when the rain interfered with his pleasure."

Yet this wild animal became in a few years' time after he entered under Fenelon's guidance an humble, patient, unselfish youth, eager for knowledge and filled with high ideals regarding his duty to his fellow man.

This young man, who died at 30, knew all the meaning of that phrase, "Noblesse oblige." He carried his sense of duty to an extreme. He avoided cards, gave up theaters and sold his jewels for the benefit of the poor.

To the patience and wisdom of Abbe Fenelon, the tutor, all the transformation was due. "Wise, tolerant and gentle, he was, too, intellectual and Christlike," said one authority. He gained the affection of the unruly child first, and began to work upon his nature by that great power. He never beat, scolded or preached in his dealings with young Louis. He read La Fontaine's fables to illustrate some of his most serious faults, and left the quick witted boy to see the application to himself. When he was obliged to punish he simply condemned the boy to solitary confinement. He ate alone, and even his books, which he loved, were taken away until he had meditated on his fault and repented and committed his repentance to writing. On Nov. 27, 1689, he wrote: "I promise Abbe de Fenelon on the word of a prince to do at once what he tells me and to obey him the moment he forbids me anything; and if I break my word I will submit to any kind of punishment or disgrace."

Added to these methods, Fenelon awoke the religious side of the child's nature, and made him realize that to live the Sermon on the Mount was the only practical expression of religious feeling. He was only eight years under the daily guidance of this good, wise and great man. When Louis was fifteen Abbe Fenelon was removed from the court and became archbishop of Cambrai. But those eight years—from seven to fifteen—had molded the boy's character, and the wax hardened in the impression given by the tutor.



wood or metal frame, fitting any ordinary window and placed in adjustable brackets at an angle of from five to twenty degrees. It can be readily adjusted parallel with the window, and can be attached or removed without causing any defacement to window sash or frame. By its means the fresh incoming air is deflected towards the center of the ceiling, where it meets the warmer air, with which it becomes thoroughly mixed. In this way a good free circulation is produced without subjecting persons in the room to drafts.

He was, to the day of his death, remarkable for his worthy and beautiful characteristics. Such an example of the power of a teacher over a refractory child ought not to remain hidden in the annals of history. It ought to be read, known and emulated by teachers and guardians the world over. The transformation which Abbe Fenelon made in the seemingly impossible young prince can be made in every refractory child in the world if the same methods are applied and the same patience exerted.

Love, tact, wisdom, perseverance—these are the chemicals which transmute metals into pure gold in dealing with children.

SOME "DON'TS" FOR TEACHERS.

By a State Superintendent.

State Superintendent of Schools C. P. Cary of Wisconsin has issued a bulletin to teachers under the title, "How to Have a Good School," in which he gives the following concise don'ts:

- Don't stand too near the class.
- Don't take hold of a pupil to put him in line.
- Don't censure trifling errors severely.
- Don't complain or grumble.
- Don't criticise the teacher who preceded you.
- Don't, as a rule, sit while teaching.
- Don't give commands when you might give suggestions.
- Don't show temper in dealing with parents.
- Don't dispute with an angry parent before the school.
- Don't make spiteful remarks about parents.
- Don't try to teach without good order.
- Don't suppose the children like to have their own way.
- They like to be governed.
- Don't try to drown noise by greater noise.
- Don't call for order in general terms.
- Don't be lax today and strict tomorrow.
- Don't force children to sit long in the same position.
- Don't punish without explanation.
- Don't allow whispering.
- Don't punish by pulling ears or slapping.
- Don't question in rotation.
- Don't repeat a question for the inattentive.
- Don't try to teach too much in one lesson.
- Don't be satisfied with partial answers.
- Don't talk too much.
- Don't think that when you have told your pupils something that you have necessarily taught them something.
- Don't tempt pupils by the self-reporting system.
- Don't fail to devise some sort of exercise occasionally to bring out and interest the parents.
- Don't arouse the emotional nature of sensitive children too much.
- Don't fall into the habit of repeating answers. Occasional repetition for a purpose is allowable.
- Don't be satisfied with one correction of an error.
- Don't fail to drill and review systematically upon the important matters you have tried to teach.
- Don't forget that it is your business to teach as well as to hear pupils recite lessons.
- Don't forget that teaching and governing a school is a difficult art, which requires study and painstaking effort.
- Don't fail to encourage your pupils to do their best.
- Don't drive if you can lead.
- Don't let your school run away with you. Govern the school, whatever you do or fail to do.
- Don't forget that the best way to govern is to give pupils plenty of interesting and profitable work to do. The teacher who succeeds in working up an abiding interest in study will have little trouble with discipline.

The original New England was on the Pacific and not on the Atlantic coast. When Sir Francis Drake landed on American shores in 1579 he took possession of the country for Queen Elizabeth, calling it "Nova Albion," meaning New England. The states of New Hampshire, Massachusetts, Maine, Connecticut, Rhode Island and Vermont have, therefore, appropriated the name which should belong to California.

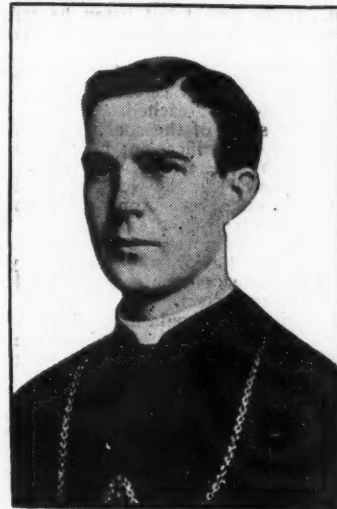
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AN INSIGHT INTO CARDINAL NEWMAN'S GREAT POEM, "THE DREAM OF GERONTIUS."

By Archbishop Glennon of St. Louis.

"The Dream of Gerontius," by Cardinal Newman, is the Christian poet's study of death and afterwards. Not argumentative, for in the pale shadow of death arguments fail, but filled with the genius of a faith that is stronger than death. The eminent singer follows the soul in its flight from the couch of pain, gives it words to answer the angel greeting, and songs for the choirs to sing, as through space the soul of Gerontius sweeps onward to the great white throne of judgment and mercy.



ARCHBISHOP GLENNON.

In this very beautiful Christian poem it is Gerontius, the youth of saintly life, who, lying there on his death bed, feels at last the summons has come—he may not remain—that terrible inward sinking, those pains and that sense of dissolution—falling—falling. "Oh, Jesus, have mercy on me. Mary, pray for me."

Then the assistants there around begin their litany of the dying. Alternately the chant goes on—the prayers of the attendants and the soliloquies of the dying—Gerontius would make his profession of faith, and scarcely is it ended before the shadows deepen and doubts and strange fears begin to assail him. He begs those around him to pray for light to guide him—for strength to endure and to resist—so the chant continues, "From all evil, good Lord, deliver him."

"From the perils of dying;
From any complying
With sin, or denying
His God; or relying
On self. At last
From all that is evil,
From power of the devil
Thy servant deliver
For once and forever."

And now, worn out with struggle, Gerontius would find rest, would sleep.

And the priest, as the face pales and the pulse throbs dies and the eyes grow fixed in death, bids in the language of the ritual the spirit depart.

"Depart, Christian soul, in the name of the Father who Created thee; in the name of the Son who redeemed thee. May thy place be in peace and dwelling with the holy ones in Zion."

And now the work is over, the day is done.

Gerontius sleeps; but that sleep for him is short-lived. He awakes refreshed; there is light and freedom all around him; a strange freedom. He would cry out, but cannot. He hears the whispers, "He is gone," and so he wonders, "Am I alive or dead?" Not dead, surely; for still there is with him the power of thought continuous. Yet it is not the life that was; but somehow a life where all is changed save in its inward essence.

The world, he finds, begins to recede from him, and

the strange, rushing motion, as if with wings of light. Light and life and music fill the air, and angel voices are heard by him calling him home.

"The angel that guarded his life sings for him,
Of the work that is over and the task that is done,
For home returning the crown is won."

Henceforth it is the soul of Gerontius listening to the angels' recital of man's first disobedience, and through Christ of his redemption, with its consequent duties and hopes.

And here occurs the interesting plea of the soul: "Why wait so long? It appears as if years had elapsed, and yet we have not reached the Father." But the angel reminds him he has scarcely started yet; the prayer of the priest is not ended. If he would but listen he still may hear the whispers of those who, down there, lament his departure.

So onward through choirs angelic the soul is borne, while each greets him with celestial music, until at last the house of judgment is reached.

Now the angel sings of the soul's approaching agony, tells of the period of purification; how the soul, as it is ushered into the Great Presence, will see how the stains of sin become magnified in the wonderful light that there will be set in contrast. And so onward, beyond door and lintel, into the presence of the divinity.

Here the angel again recites the soul's endeavor to come to the blessed Savior—the momentary delay, the longing and yet the necessity of waiting until it would be purified from all stain of sin.

Then the chant of the souls in purgatory, whither the soul has gone, and the tender parting of the angel:

"Farewell, but not forever, brother dear;

Be brave and patient on thy bed of sorrow.

Swiftly shall pass thy night of trial here,

And I will come and wake thee on the morrow."

Cardinal Newman gives us in this poem a symphony of celestial song, wherein are blended the voices of men made holy, the voices of men made sad, whose refrain is taken up by the angels of God and by them borne beyond the stars.

It is a psalm of life's setting and the soul's awakening qualified primary teachers are not numerous enough to to that other life which is endless.

It is a golden rosary of prayer, binding man in his life's last struggle in all his weakness to the throne of power and mercy and peace.

It is the song of the harvest home of eternity, where the sower of infinite seeds gathers in his harvest of souls.

It tears from death its victory and gives glory to Him who for Himself and for all His children has conquered death and the grave and given us life forevermore.

THE LUSITANIA—MAMMOTH NEW OCEAN STEAMSHIP HOLDS WORLD'S RECORD FOR SPEED.

The new trans-Atlantic steamship Lusitania and her sister ship the Mauretania are the largest, most luxurious and fastest passenger boats ever launched in the world. The Lusitania whose picture is shown herewith, holds the record for the fastest passage from Queenstown to New York, viz.: 4 days, 18 hours and 40 minutes. This floating palace is 790 feet long, with a beam width of 88 feet. Her turbine engines can develop 68,000 horse-power, on a daily consumption of nearly 1,000 tons of coal. In a single day she has plowed through 670 miles of water. The Lusitania carries a crew of about 700 and has accommodations for some 2,300 passengers—3,000 souls in all. The vessel cost approximately \$7,000,000, and is run at an expense of \$85,000 a trip. Thus far she has been making about \$60,000 over all expenses on each trip.

Although the name Lusitania is familiar to nearly every one since the advent of this great boat, not many perhaps can tell of the origin and peculiar fitness of the name. The Emperor Augustus divided the whole Iberian Peninsula—which the soldiers of Wellington simply knew as the "Peninsula"—into three provinces, one of them being Lusitania, corresponding almost exactly with the

CHRISTMAS PROGRAM MATERIAL.

Dialogs and Recitations.

Enter a little girl dressed as a grandma. She has no a cap, wears spectacles, a kerchief about her neck and sits down in a chair and begins to knit.

Enter a little boy dressed as a grandpa. He has on a pair of spectacles, sits down and looks over his newspaper after taking off his high hat and putting aside his cane.

Enter two children, one a boy, who sits down with a book. The girl may have a doll in her arms

Little Girl:

I wonder why we make fine gifts
Each year at Christmas time,
Who first gave presents? Can you tell?
And in what year and clime?

Grandma:

Yes, long ago, when Christ was born,
Three wise kings from afar
Came on their camels o'er the plains,
Led by a wondrous star.
They journeyed on to Bethlehem,
To where the young child lay;
They laid their presents at his feet
Then softly went away.

Little Girl:

And since that time, so long ago,
We, like those kings of old,
Bring precious gifts to those we love,
More precious far than gold.

Little Boy:

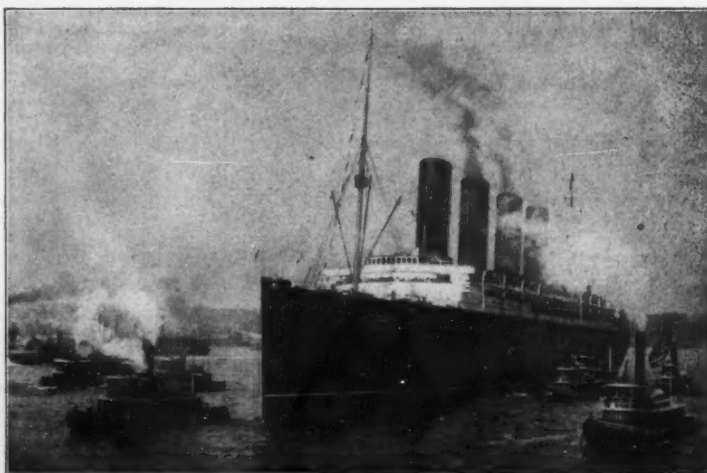
But I should like to know today,
Where Santa Claus does live;
Who built his house and where is it?
Do you know positive?

Grandpa:

O Santa Claus lives in the North,
Jack Frost built him his home.
Far in the Arctic regions cold,
O'er ice fields he will roam.

Little Boy:

Well, is his house so very big?
And is it built of ice?
Or is it like an Eskimo's?
I'd like to know precise.



present kingdom of Portugal. Considering the connection of Columbus with Portugal, and the fact that this kingdom produced so many daring sailors, including "Henry the Navigator," it is a happy circumstance that the greatest marvel of ship construction should have been called by that country's Roman name.

Grandpa:

Oh yes, his house is big enough,
'Tis bright and all filled full
Of toys for boys and girls like you,
'Tis really wonderful.

Little Boy:

And will he come here very soon.
And bring us gifts so rare?
I think if this is really true,
We all ought to prepare.

Little Girl:

We ought to do some things for him
Let's run and make a plan,
We'll help him just a little now,
And do the best we can.

All exit.

THE LITTLE CANDLES

Three little girls come forward each bringing in her hand a tiny candle of the sort used for decorative purposes on Christmas trees.

First Pupil

I have a little candle,
Is small and red I know;
But it will shine for Santa Claus
As he comes over the snow.

Second Pupil:

I have a little candle,
It's little and it's white;
But it will throw its tiny beams
Far out on Christmas night.

Third Pupil:

I have a little candle,
It's tiny and it's blue;
But it will scatter beams of light,
Just as we ought to do.

The little ones, after speaking, turn, leave their candles on a table or desk and go to their seats.

THE TELEPHONE MESSAGE

'One boy, in plain view, and with the transmitter, speaks with an imaginary Santa Claus, who is concealed behind a screen; but whose replies can be heard altho somewhat muffled in tone.

Boy:

"Hello, Central! Give me Claus;
Yes, Santa is his name.
Hello, is this you, Santa Claus?"

Santa Claus:

"Yes, sir, I am the same."

Boy:

"Well, when do you come our way?
It's getting almost time;
Have you some skates and fine new sleds?"

Santa Claus:

"Yes, sir, I call them prime."

Boy:

"Well, bring some balls and bats along,
A load or two of toys,
And all the games you have on hand;"

Santa Claus:

"I don't forget the boys.

Santa Claus:

"But who are you? And where are you?"

Boy:

"Oh, oh! I most forgot! Why! Why!
I'm little Tom of Boston town.
Now, don't forget. Goodbye!"

Note—True names may be substituted for "Tom" and for "Boston" in the next-to-the-last line.

* * * * *

Of the common European languages English is the most widely spoken at the present time and seems to be increasing in popularity more rapidly than any of the others. In 1800 about 21,000,000 people spoke English and in 1900 about 120,000,000.

SPECIMEN LESSONS IN CHRISTIAN DOCTRINE. PRESENTING EXERCISES IN QUESTIONING.

By "Leslie Stanton" (a Religious Teacher).

Lesson X—The Sacramentals.

TEACHER—The prayer before Catechism.

HARRY—O my God, I am going to hear this Catechism attentively for the love of Thee. Grant me the grace by it to know, love and serve Thee and to practice faithfully all that I may learn.

THE CLASS—I will continue, O my God, to do all my actions for the love of Thee.

TEACHER—What was the subject of our last lesson?

PAUL—The subject of our last lesson was the Sacramentals.

TEACHER—What are the three elements of a Sacrament?

JOHN—A Sacrament must have an outward sign, it must be instituted by our Lord and it must give grace.

TEACHER—Name the Sacraments of the dead.

GEORGE—Baptism and Penance are the Sacraments of the dead.

TEACHER—Why are Baptism and Penance called Sacraments of the dead?

THOMAS—Baptism and Penance are called Sacraments of the dead because they take away sin, which is the death of the soul, and give grace, which is its life.

TEACHER—Which Sacraments may we receive but once?

ARTHUR—The Sacraments we may receive but once are Baptism, Confirmation and Holy Orders.

TEACHER—Which are the Sacraments that we must receive in the state of sanctifying grace?

PAUL—The Sacraments which we must receive in the state of sanctifying grace are Confirmation, Holy Eucharist, Extreme Unction, Holy Orders and Matrimony.

TEACHER—What are these Sacraments called?

PETER—These Sacraments are called the Sacraments of the Living.

TEACHER—Why?

HAROLD—Because those who receive them worthily are already living the life of grace.

TEACHER—When is a person living the life of grace?

JOHN—When he is not in the state of mortal sin.

TEACHER—The lesson we have for today deals not with the Sacraments, but with the Sacramentals. Since the names are alike, the Sacraments and the Sacramentals must have something in common—they must be alike in some things, at least. Let us look at the two words. William, kindly write them on the blackboard. Very good. Sacrament—Sacramental. Please observe those words carefully. They would be exactly alike were it not for one thing. What is that thing?

GEORGE—Sacramental has one more syllable than Sacrament.

TEACHER—True; were it not for the final syllable, al, the words would be the same. Now, al is a suffix—you learned in your spelling lesson last Monday what a suffix is—that means quite a number of things, some of which are: belonging to, referring to, resembling and helping. From this we see that a Sacramental must in some way resemble or refer to or help, so to speak, a Sacrament. The root sacra in both words shows us that they must refer to something holy. Indeed, both the Sacraments and the Sacramentals are holy things. This is what makes them alike. Now, what makes them different? We shall see from the answer in the Catechism. What is the difference between the Sacraments and the Sacramentals?

HAROLD—The differences between the Sacraments and the Sacramentals are: First, the Sacraments were instituted by Jesus Christ and the Sacramentals were instituted by the Church; second, the Sacraments give grace in themselves when we place no obstacle in the way; the Sacramentals excite in us pious dispositions by means of which we may obtain grace.

TEACHER—Who instituted the Sacraments?

HARRY—Our Lord instituted the Sacraments.

TEACHER—And who instituted the Sacramentals?

GEORGE—The Church instituted the Sacramentals.

TEACHER—From this we see that the Sacramentals are not Sacraments, because one of the elements of a Sacrament is that it be instituted by our Lord. The Sacramentals were instituted, not by our Lord, but by the Church. Do the Sacramentals give or increase grace?

FRANK—The Sacramentals do not give or increase grace.

TEACHER—What, then, do they do?

FRANK—They excite in us pious dispositions, by means of which we may obtain grace.

TEACHER—Here is another difference between the Sacraments and the Sacramentals. A Sacramental is not a Sacrament because it does not give grace, and one of the elements of a Sacrament is that it gives grace. What do you understand by pious dispositions?

PAUL—Well, a fellow has pious dispositions when he is feeling good.

TEACHER—You'll have to be a little more careful in what you say, Paul. "Fellow" isn't the nicest word to use; and what do you mean by "feeling good?"

PAUL—I mean feeling like praying, or doing what we're told.

TEACHER—That's something better. Now, the book says that the Sacramentals excite or cause pious dispositions in us; that is, the Sacramentals are objects which cause us to feel like praying or doing what we are told, as Paul says. Please consider everything in this room, and then mention something here that might cause you to feel like praying.

PETER—I feel like praying when I see a crucifix.

TEACHER—That is a very good example of a Sacramental. Now, let us see what a Sacramental is. Frank, what is a Sacramental?

FRANK—A Sacramental is anything set apart by the Church to excite good thoughts and increase devotion, and by these movements of the heart to remit venial sin.

TEACHER—The Sacramentals, therefore, are set apart or blessed by the Church. They are not Sacramentals, strictly speaking, until they are blessed by the Church. That is why, for instance, that, when you get a pair of rosary beads, you have them blessed by the priest. Rightly speaking, they are not Sacramentals until they are so blessed. Let us now consider some of the most important Sacramentals. Which is the chief Sacramental used in the Church, Thomas?

THOMAS—The chief Sacramental used in the Church is the Sign of the Cross.

TEACHER—How do we make the Sign of the Cross?

PAUL—We make the Sign of the Cross by putting our right hand to the forehead, then to the breast, then to the left and right shoulders, saying, "In the name of the Father and of the Son and of the Holy Ghost."

TEACHER—All of you make the Sign of the Cross with me. Very well. We must watch ourselves carefully when making the Sign of the Cross, otherwise we are likely to fall into the habit of doing it carelessly. Sometimes persons get very careless and, instead of putting the right hand to the forehead and the breast and the shoulders, merely wave the hand in front of the face. That is not the Sign of the Cross. We should be very glad to make the Sign of the Cross, because that is the sign by which we show that we are followers of Christ. If we want to be faithful followers of Our Lord, we must learn to do even the smallest things well.

EDWARD—Is it a sin if we do not make the Sign of the Cross well?

TEACHER—That depends entirely on our intentions. But one thing is certain: If we become careless in little things, we are pretty sure to grow careless in greater things. Hence we may say that making the Sign of the Cross carelessly is likely to lead to sin if we do not take care to correct ourselves of the defect. What other Sacramental is in very frequent use?

JOHN—Another Sacramental in very frequent use is Holy Water.

TEACHER—What is Holy Water?

EDWARD—Holy Water is water blessed by the priest with solemn prayers to beg God's blessing on those who use it and protection from the powers of darkness.

TEACHER—This is another Sacramental which many persons get into the habit of using carelessly. When taking Holy Water at the door of the Church or elsewhere, we must be very careful not to spill it, much less to throw it around or to sprinkle it foolishly on some one's clothes. Then, too, we should always be sure that there is Holy Water in our homes. Perhaps some of you may not know that there is a special indulgence for making the Sign of the Cross with Holy Water. Are there any other Sacramentals besides the Sign of the Cross and Holy Water?

HAROLD—Besides the Sign of the Cross and Holy Water there are many other Sacramentals, such as blessed ashes, palms, crucifixes, images of the Most Blessed Virgin and of the Saints, rosaries and scapulars.

TEACHER—We have not time to enter on an explanation of all those Sacramentals just at present. But we can all see that, when rightly used, they cause us to feel more like praying and doing our work for the greater glory of God. What would you suggest, William, as the fruit to be drawn from this lesson?

WILLIAM—Always to remember that Holy Water and the other Sacramentals are holy things and not to play with them, but to use them rightly.

THE CATHOLIC CHURCH AND THE BIBLE.

A Talk to Grammar Grade Pupils to Fortify Them Against an Old and Recurrent Slander

By Rt. Rev. Bishop Conaty (Los Angeles, Calif.)

If you listen to some people you would imagine that the Catholic Church is the enemy of the Bible, and they will tell you that it is because she is afraid of the Bible. We know how wicked such an assertion is because it is so untrue. Ask those people to tell you from whom they received whatever they have of the Bible today. Is it not from the Catholic Church? Bible Christianity, as it is called, did not come into existence until the sixteenth century, and took as the book which was to give them their religion the very book which the Catholic Church for fifteen centuries before had preserved and defended. She was the only witness in the world to the fact that the saints and doctors of the Christian Church had kept the Bible from being destroyed or mutilated.

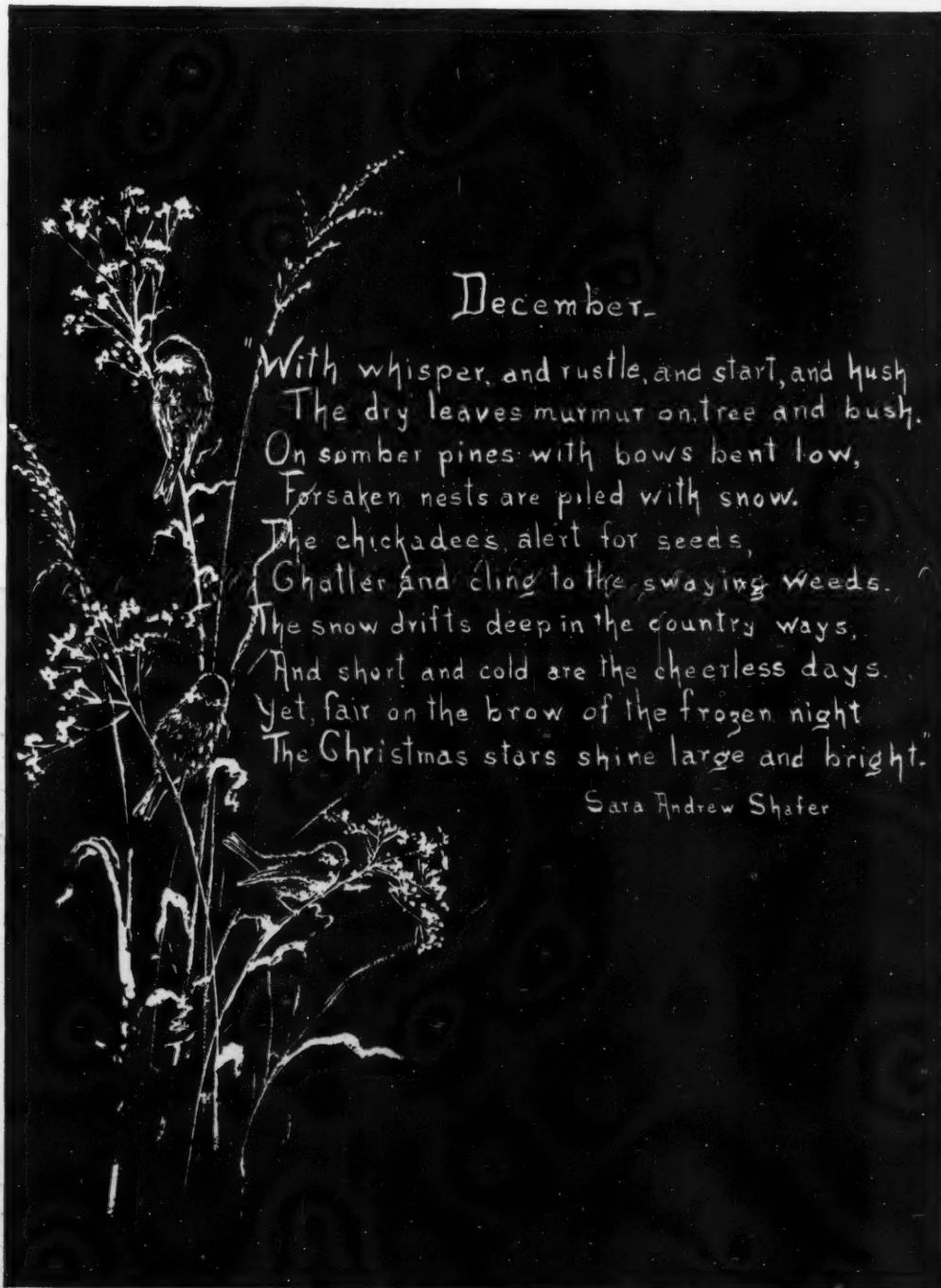
The Catholic Church has carefully guarded the treasure of the Word of God and jealously watched over every line in it. Her doctors and scholars have been urged to a life of labor in determining its genuine readings and in making its sense clear. Volume on volume, in every language under the sun, has been written by them to make known its value and its authentic character. In days of persecution her children were threatened with direct punishment for abandoning any one of the sacred books to the infidel. The decrees of her councils from Laocidea to the Vatican have determined the authenticity and the genuineness of the sacred text. Her monks and nuns, her priests and religious have been obliged to recite from it daily in the holy office—her preachers forced to explain it to the people, and every doctrine in her code must find its basis in the Bible text. Is this evidence of love or hate? See all through the ages how she has defended the text against the base passions of men who would mutilate it or change its meaning to suit their lives.

It was St. Jerome, at the command of Pope Damasus, who undertook to translate the Bible into the Latin, which is recognized as a starting point for many non-Catholic scholars today. She has always stood against the abuse of the Bible and she has demanded that her seal stamp the Book with her authority, the same seal, without which so great a genius as St. Augustine said he would have rejected the four Gospels. It was her spirit that made so many saints read it with uncovered head and on bended knees, so deep was their veneration for the Word of God. Father Faber expresses the thought of the Church so beautifully when he says: "The Holy Book lies like a bunch of myrrh in the bosom of the Church, a power for sanctification, like to which in kind and degree there is no other except the Sacraments of the Precious Blood." Too many people are willing to give the Bible to non-Catholics, as if it belonged to them. Remember, if it were not for the Catholic Church, which is the true Church of Christ, there would be no Bible in the world. She received it from the Apostles. She preserved it for mankind, she finds it the remote Rule of Faith, and she loves the Bible as she loves Jesus Christ our Saviour.

Among the members of royal houses who of recent years have retired from the world and sought the seclusion of a convent is now to be enrolled the Princess Clara of Bavaria, who has just entered the community of Benedictine nuns who have established themselves in the Isle of Wight, where they purchased a beautiful estate in close proximity to Osborne. This community possesses an ex-queen for its lady abbess in the person of the venerable widow of the late Don Miguel, formerly king of Portugal; and among its most illustrious and frequent visitors were the present queen of Spain (prior to her marriage) and her mother, Princess Henry of Battenberg.

DECEMBER BLACKBOARD DRAWING

MISS MARGARET PUMPHREY, Oak Park, Ill.



Drawing and Construction Work

DECEMBER DRAWING AND CONSTRUCTION WORK

EMILY M. DORN, Assistant Supervisor of Drawing, St. Louis, Mo.

The problem for the month will be construction with appropriate decorations. The space of the department will be given mostly to illustrations and patterns with their explanations.

MATERIALS

Strawboard, colored papers, bogus paper, paste. The strawboard used as backs for blocks of paper is of



Fig. 2a. Folded Case with Pockets

a satisfactory weight. If the drawing paper is supplied in blocks 6 by 9 inches and 9 by 12 inches, the backs of these will furnish a plentiful supply of satisfactory size and quality.

The tinted papers in soft browns, grays and greens will

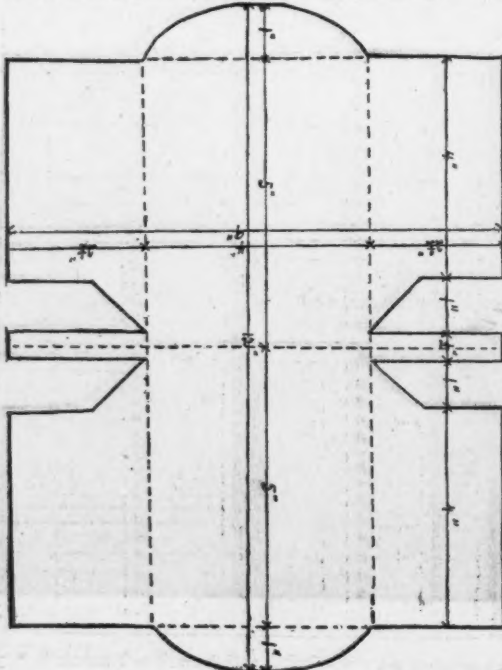
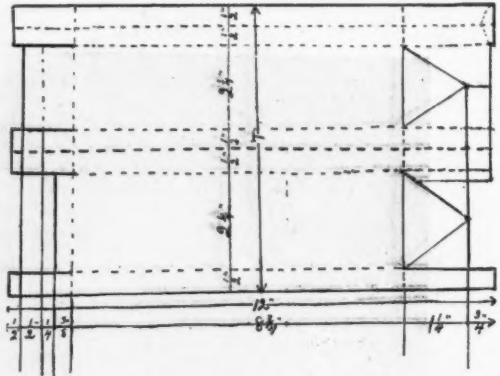


Fig. 2b. Pattern of Folded Case with Pockets

give attractive results in the way of color. The classes making the candle shades should be supplied with black paper from which the design will be cut; it represents the iron framework. The paper from which the shade is cut will represent the art glass. To get the effect of stained glass wet a sheet of white paper and drop upon it



yellow, red and blue color, letting these blend without any help from the brush. These papers, as well as the bogus paper, should be 9 by 12 inches in order that objects made shall be large enough to be serviceable.

Use library paste, not glue. Glue soaks into the paper, blistering it. But the paste must not be too dry or it will not hold well. Great care must be taken to have all pasting neatly done.

Above first grade all made objects should be planned using rulers and measurements, as one of the objects of this work is accuracy.

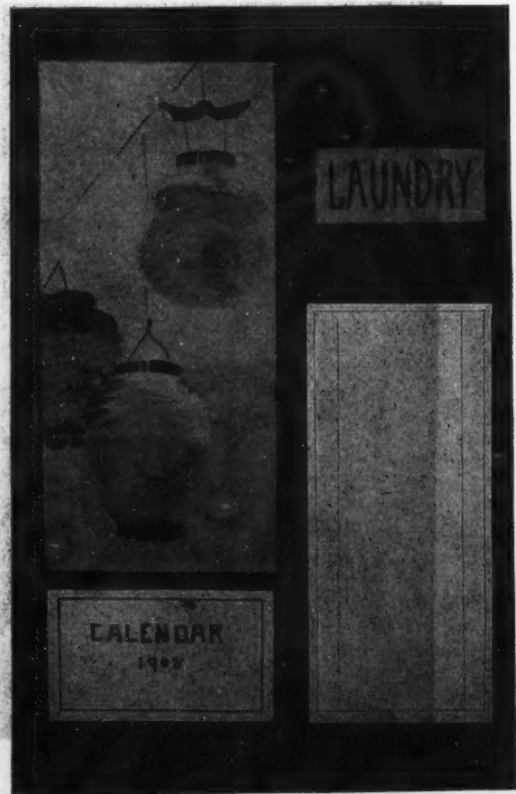


Illustration 6

In making legs, backs, handles, wheels, etc., double the paper and paste together for added firmness.
In making boxes, baskets, frames, etc., allow for large laps, as this gives firmness. Finish neatly. Leave no raw edges.



Illustration 5a. Candle Shade

Develop patterns with laps. Trace on tinted paper. Where foundations are necessary trace also on straw-board. (Laps are usually necessary only on the tinted

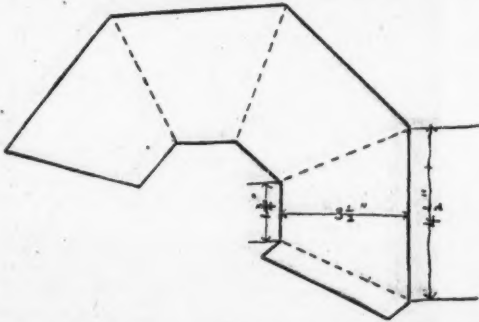


Fig. 5b. Pattern for four-sided Candle Shade. If five or six shades are desired add one or two sections.

papers, not on the straw-board.) Cut and paste.

In planning designs for decoration motives may come from any source but the units must be conventional.

Fig. 3. Pattern for Pencil Tray, showing plan for one with square end and one with pointed end

Use subdued color in all designs, avoiding violent contrasts.

PRIMARY GRADES

The basis for most of the construction shown in Fig. 1 is the four-inch square folded into sixteen squares. After children have become familiar with its possibilities

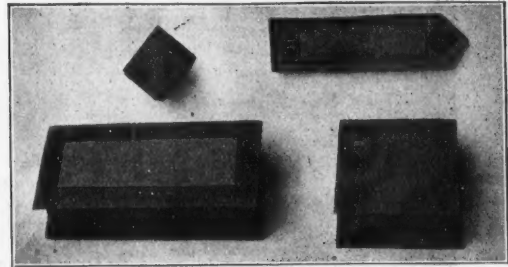


Illustration 9.

original work permitting variations both in size and shape follow.

Suggestive list for construction: Square box with lid, basket, dog house, sled, cradle, wagon, furniture for doll house, picture frame, napkin ring, tray for pencils, folded case with pockets, telephone card, kitchen order blank, calendar, laundry list, portfolio, wall pocket for letters, whiskbroom holder, match box, twine holder.

The pattern of the pencil tray shows one pointed end and one square one. This is only to save space. If made by the children both ends should be alike.

Picture study for the month will be of the Madonnas as shown by different artists. Blashfield's "Christmas Bells," Correggio's "Holy Night," Murillo's "Children of the Shell" and "The Divine Shepherd." These may be

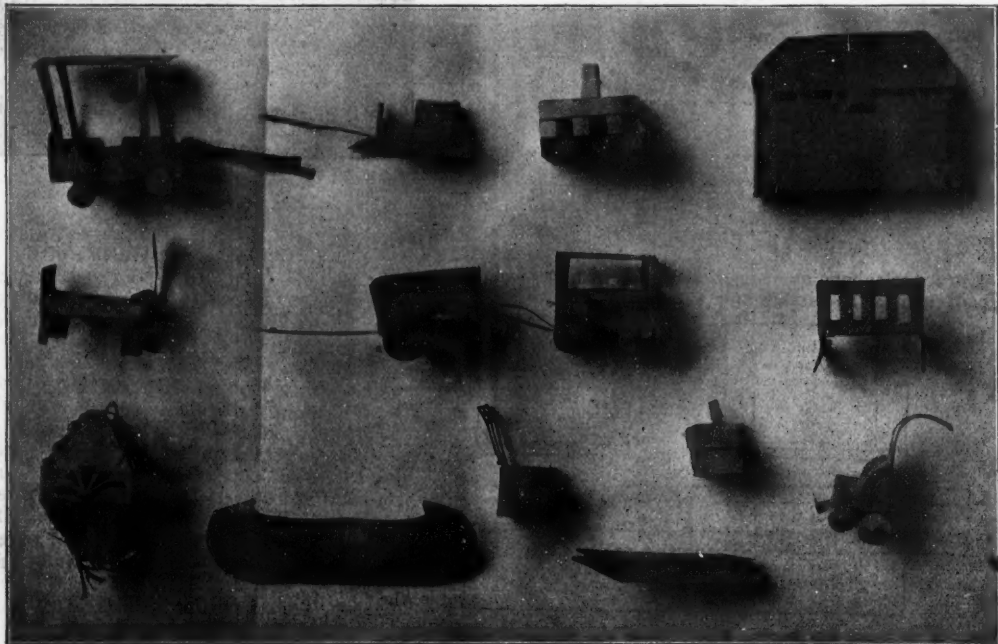


Illustration 1.



Illustration 7a. Blotter Pad

mounted, with or without printing a quotation. Fig. 4. Illustration in accordance with the season.

INTERMEDIATE AND GRAMMAR GRADES

Suggestive list for construction: Candle shade, match box, twine box, square or hexagonal work basket or

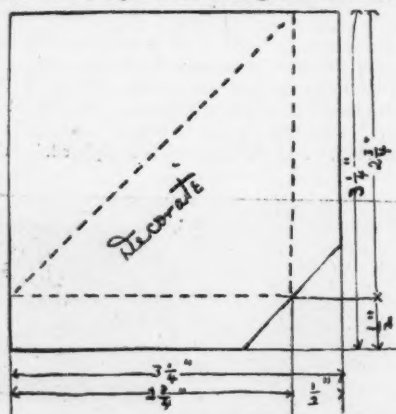


Fig. 7b. Blotter Pad Corner

case for telephone numbers, desk set consisting of blotter pad, calendar and stamp box, card or booklet with illum-

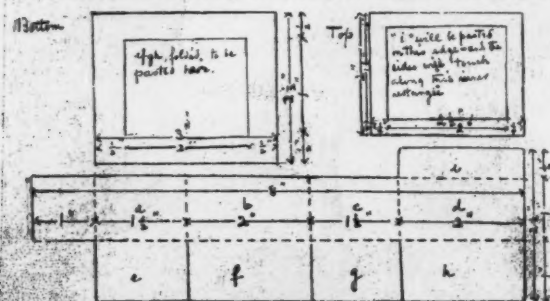


Fig. 8. Pattern for Stamp Box. Sides cut on continuous lines; fold on dash lines.

ined initial, book for photographs, clippings, receipts, etc. This last should be made as described in the June School Century, "Snap Shot Album."

Referring to the patterns shown in Fig 8: The stamp box: Top and bottom consist of straw-board cut the given dimensions, covered with tinted paper cut with



Illustration 4

laps; the sides on which the laps are pasted will be covered by tinted paper cut the size of the rectangle.

The part showing "sides" is of the tinted paper. Pieces of strawboard the size of a, b, c and d are to be cut and covered on one side and over the upper edge with tinted paper and the other side pasted to the sections marked as above. E, f, g and h will fold up, forming the bottom to be pasted to the 3 by 2 1/2-inch base already made; i forms the hinge when pasted to the top.

The blotterpad consists of a cardboard foundation of the dimensions given with covering of tinted paper. If these sheets are not sufficiently large to permit laps, fold strips and paste over the four edges. Paste a full-sized sheet on the top; paste on the corners. The pasting is done by fastening the laps around the edge to the back of the strawboard. Lastly paste a full-sized sheet over the back of the board.

The glove box and the handkerchief box are made on the same principle as the stamp box.

Picture study as suggested for primary grades.

ENGLISH

INTERPRETATIVE PICTURE STUDIES FOR LANGUAGE WORK IN PRIMARY CLASSES—II

CELIA BURGERT BOYINGTON

THE FISHERMAN

I. Time Relations

1. What is the season? 2. What effects tell it?

II. Place Relations

What is the place? What effects tell it?

III. Principal Objects in the Picture

1. What is the occupation of the man? 2. What tells it?
3. What other effects concerning him? 4. Study his attitude. What effects do we get from his arms? 5. What effects in his facial expression? 6. What effects concerning the woman? 7. What effects in her attitude? 8. What effects in her facial expression? 9. What effects concerning the baby? 10. What effects about the dog?

IV. The Theme

1. What is the theme of the picture? 2. What lessons did the artist mean to teach us? 3. What is the mood? 4. What things did he use to set forth the mood?

V. Name

What would be a good name for the picture? Why?

The following shows the questions and answers exactly as given in the first grade:

TIME RELATIONS

Teacher—"What is the season?"

Pupils—"It is summer."

Teacher—"What things tell that it is summer?"

Pupils—"They are all out of doors." "The baby hasn't very many clothes on." "And is barefooted, too." "The woman has her sleeves rolled up,

and hasn't anything on her head." "They have the door open."

PLACE RELATIONS

Teacher—"What hints of place?"

Pupils—"It is out of doors because we see the outside of the house." "They are on the brick walk." "It is a stone walk. Bricks have square corners and these are round like stones." "It is near the river." "It is close by the ocean. You can see the ships there."

PRINCIPAL OBJECTS IN THE PICTURE

Teacher—"What does the man do?"

Pupils—"He is a fisherman."

Teacher—"What hints tell it?"

Pupils—"He has a net." "He has on a hat like the fishermen wear. It is long in back and short in front." "They live so close to the ocean and the boats."

Teacher—"What other hints tell about him?"

Pupils—"He is old." "His face is wrinkled."

"His beard is white."

Teacher—"What hints in the position of his arms?"

Pupils—"He is holding the baby and the puppy. They are both little." "He likes the dog and is patting him on the head."

Teacher—"Look at his face. What hints?"

Pupils—"He is happy because he is laughing." "He loves his baby and is laughing at it." "He looks like he was saying, 'Bless your little heart.'" "He is good because he has a happy face." "And he is kind to all of them."

Teacher—"What effect concerning the woman?"

Pupils—"The way she is dressed tells that it is warm." "She has been working." "She is holding up her apron. I guess it is dirty and she does not want her husband to see it." "She is young."



THE FISHERMAN
(From the painting of E. H. Swinstead.)

Teacher—"What makes you think she is young?"
 Pupils—"She is young because she is not all wrinkled like her husband." (Clara) "She has only got one baby." (Markus) "You don't know. She might have more in the house."

Teacher—"What hints do you get from her position?"
 Pupils—"She is tired and is leaning with her arm against the house."

Teacher—"Look at her face. What hints?"
 Pupils—"She is laughing." "She is happy and thinks her baby is cute." "She's proud of her baby."

Teacher—"What hints about the baby?"
 Pupils—"The baby is little because his papa has to hold him on his lap." "And because they have a gate in the door to keep him in." "It must be warm because he is barefooted and hasn't much on." "He likes the little dog." "He likes the big dog, too, and wants to put his hand on his head." "He is happy, too."

Teacher—"What hints about the dog?"
 Pupils—"It's a good dog." "The dog likes the man and the baby." "She likes to be petted, too, because she has one paw up on the man's knee." "She is watching her puppy." "She wants up with her puppy."

THE THEME

Teacher—"How does this picture make you feel?"
 Pupils—"It makes me feel happy."
 Teacher—"What things in the picture make you feel happy?"

Pupils—"Because they are all happy." "I feel happy because the baby is there."

NAME

Teacher—"What would be a good name for the picture?"

Pupils—"The Fisherman." "The Fisherman and His Family, because they are all there." "The Happy Family, because they are all happy."

THE PICTURE'S STORY

Teacher—"Who can tell all the story of the picture?"
 Pupils—"This is a picture of The Fisherman."
 "It is summer because the fisherman is sitting out of doors and the woman and baby are dressed so cool."
 "It is by a fisherman's cottage by the ocean. We can see the boats."

"The man is a fisherman. He is holding the baby and puppy and playing with the big dog. His face shows he is old but he looks happy."

"The woman looks proud of her baby. I think she stands like she felt tired."

"The baby likes the dog and puppy."

"They are a happy family."

ENGLISH IN THE INTERMEDIATE GRADES

JAMES H. HARRIS, Minneapolis.

One of the most important forms of language-expression is description, which is the art of portraying or picturing by means of words, some object, person, building, room, landscape, or other external feature. The artist, in picturing some scene, situation, or object, uses paints, pencil, pen and ink, or other medium. By these means he is able to describe what he wishes to picture to us, vividly and beautifully. But in language-description, words are the medium thru which we produce our picture. We have the same purpose in view, viz., to make the reader or spectator see what we see, and see it as clearly and distinctly as we see it. The only difference between the word-artist and the color-artist is that one uses words as his medium, the other uses colors.

Now the first thing essential to a good description is to know the thing we are trying to describe, exactly as it is. If we try to describe something which we have not closely studied we soon find ourselves at the "end of our rope." We find that we are not certain about a good many

things we thought we knew all about. Try to describe, without looking at it anew, a two-cent stamp, a dime, a spider, a book-cover, and you will probably find that you are not so sure of your facts as you perhaps thought you were. This, then, is the first caution in the writing of description: the thing to be described should be observed carefully and closely, before the written description is attempted.

The second instruction is to describe the given object as accurately and vividly as possible. Remember that the purpose is to make the other person see the thing as clearly as you yourself see it, and unless this is done, your effort, in a measure at least, is a failure. As a necessary factor in a clear and vivid description, the facts or details of the picture should be presented in an orderly and systematic manner. This will tend to the clearness and unity of the description.

In describing a flowering plant, for instance, it is not a good plan to say something of the flower, then make some comment on the root, then jump back to the flower, and so on, in a helter-skelter sort of way. The better method is to say all you wish to say about the flower itself, then describe the leaves and stem, and from there to the root. In this way your description becomes orderly and systematic, and is much more effective with the reader.

Another factor in a good description is the choice and exact use of words. This is an art that comes only from a careful study of words and from a discriminating sense of their finer distinctions. We may not expect too high a degree of attainment in this particular of boys and girls in the grammar grades, but we can at least begin to cultivate their sense of fitness and good taste in the use of words, and can lay the foundation for what later emerges into that almost indefinable quality—style. Frequently in writing a description, or in any other form of writing for that matter, it is a good plan to ask, Is there any other word which would more clearly or more exactly express my thought, or picture the fact, than the word I have used? The formation of this habit of close examination of our words and of searching for the best one, will in time bear fruit in a much improved and much more finished style.

Another element to be borne in mind in descriptions—particularly certain kinds of descriptions—is the point of view. This applies especially to the descriptions of buildings and of landscapes. The appearance of a bit of landscape, for example, might be quite different to one standing at the east side from one standing on the north side. The description of a church, schoolhouse or private residence will vary as one stands in front, at the side, or in the rear. The thing to bear in mind is that we must be consistent in our description; we must select some point of view and stick to it. The following bit of description from Annie Sewall's "Black Beauty" will illustrate the point. This description is supposed to be given by the horse:

"The first place I can well remember was a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew at the deep end. Over the hedge at one side we looked into a plowed field, and on the other we looked over a gate at our master's house, which stood by the roadside. At the top of the meadow was a grove of fir trees, and at the bottom a running brook overhung by a steep bank."

Note the varying points of view taken by the horse: first, the general picture—a meadow with a pond in it; then, "over the hedge at one side we looked into a plowed field; on the other side we looked over a gate; at the top of the meadow was a grove; at the bottom a running brook." As the horse changes his position he sees a different object. The point of view, therefore, is an important one in description of this sort.

It is often urged that description, as a type of language-expression, is too difficult for children of the intermediate grades. Their interest, it is said, is in action, in movement,

rather than in the static and inactive. The narrative type of composition, therefore, appeals to them more strongly and much better results can be obtained in the line of narration than in description. This is probably true, and we should not be disposed to question the position of those who maintain that narration should occupy the prominent place in the language work of the intermediate grades. This admission, however, does not invalidate the claims of description to a measure of recognition in these grades. Children are always describing the things they see. Even the youngest child, when he is just able to talk, will essay some sort of description of the animal, person or thing he is interested in. He will, of course, describe it by its most striking characteristics—color, size, shape—but we discover therein the elements of description. As the child grows and he comes to differentiate more thoroly, his descriptive ability develops, and his descriptions take on a wider scope and a closer attention to details.

While this growth of the descriptive power is unquestionable we must not forget that the analytic ability of the child of the intermediate grades is small and his power of description, therefore, much limited. One of the serious difficulties with our work in description and one of the reasons why it has not been so successful as we could wish, is that we have not wisely gauged the child's abilities in this direction and have expected more than we have had a right to expect. This has manifested itself both in the material we have assigned for description, and in the method, or lack of method, we have employed in securing our results.

In the first place the material should be simple. It should be comparatively free from complexity. From the simple to the complex is a principle that should guide us in the selection of our material in description as it guides us in our material in other subjects. We would not think of plunging a fourth grade child into problems in mensuration or partial payments in arithmetic. No more should we think of asking him to make some of the difficult and complex descriptions which teachers have been known to ask of children of this or an adjacent grade. There is need of a careful grading of material and topics for this kind of work, and when we set ourselves intelligently to this task we shall perhaps secure satisfying results. Describe a church, the city hall, the school-house, the court-house—these are favorite topics. Now, a little consideration will persuade us that these topics are not so easy as they sound in the giving. If you have doubts on that point, try it yourself—take a dose of your own medicine! It is no easy task to describe a building of the sort indicated above, unless, of course, it is of the simplest and plainest type. Instead of taking so complex an object it is better to take something more simple—perhaps one feature of a building, if one selects that type of description. Instead of trying to describe an ornate church building let them describe only the entrance, or, as a step farther, the front. The child in the intermediate grades requires something very definite. He should not be thrown adrift on something indefinite and hazy, where he knows not where to begin or how to end. When we notice some of the subjects assigned for description we are not surprised that we get such poor results, or that we raise the cry that description has no place in the elementary grades.

From what sources, then, may we draw suitable material for descriptive writing? There are two or three principles we should keep in mind in answering this question. The first is the principle of simplicity, which we have already discussed. The second is the principle of familiarity—the thing to be described should be well known to the child, and he should have the clearest possible picture of it in his own mind before he attempts to write. The third principle is the principle of interest. So far as possible the thing to be described should be interesting to the child, or should be closely related to other interests. It should not be forgotten, however, that

interest lies largely in the control of the teacher, and almost any topic may be made a source of interest if properly developed by the teacher. Then, too, most children become interested in what they attend to, and if they are stimulated to see all that may be seen in a given object the interest will take care of itself. Among the sources, then, from which the teacher may draw, the following are suggested as filling the requirements:

- Description of animals—cat, dog, horse, cow, etc.
- Description of birds—robin, sparrow, canary bird, etc.
- Description of flowers—rose, carnation, lily, etc.
- Description of fruits—orange, lemon, plum, etc.
- Description of vegetables—potato, carrot, turnip, etc.
- Description of berries—raspberry, strawberry, etc.
- Description of trees—oak, maple, birch, etc.
- Description of simple objects—chair, table, shoe, eraser, two-cent stamp, a coin, etc.
- Description of parts or special features of a building.
- Description of simple landscape and bits of nature—not involving too many elements.
- Description of a picture. In pictures, again, simplicity and interest should be strong factors.

Geographical description—material derived from topics studied in the geography.

Description of some object made by the child himself in his industrial work or manual training.

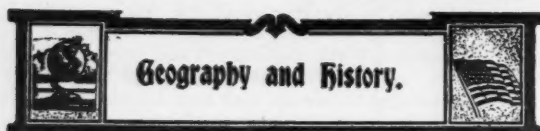
Many other sources and topics will suggest themselves to the resourceful teacher, but these will be sufficient to suggest the general nature of the material to be used.

Next in importance to the question of material and its selection is that of method. Given suitable material for a particular grade of class, how shall it be handled so as to secure the best results for the child? That is a crucial question, and upon the answer depends largely the effectiveness of the work. Always the teacher must have in mind the development of the child in the power of linguistic expression. If this is not accomplished, there is something wrong. Either the material is not suited to the interests and needs of the child or the method is imperfect; and in either event the remedy is in the hands of the teacher if she is earnestly and intelligently reaching after the end to be attained.

What suggestions may be offered, then, relative to the problem of method? In the first place it is not sufficient merely to state, or write on the blackboard, the topic, and let the children plunge into it and get out of it as best they can. This seems an almost unnecessary comment, and yet it is astonishing how many teachers do this very thing. "Write a description of a horse," says the teacher, or "write a description of your school building or the church you attend." And the child is left to figure out for himself how the subject is to be approached and how handled!

It is manifestly impossible to expect good results from such a method, or lack of method. Nor does it tend to develop good **habits** of composition—a thing that is quite essential if we would do the most we should for the child. Not only must we seek to cultivate in him the ability to express himself clearly and well, but we must also develop in him the **habit** of treating his subject in a systematic and orderly fashion. To establish correct habits of composition, we must apply the principle of development—a word that is comparable in education, as Dr. Horne says, only to the word evolution as a guiding principle in science. The child's mind must be stimulated and guided to see what is to be seen, and then to react in language form upon the thing seen. First, he must be led to see the thing as it is, then to organize these sensations, and finally to express them. Impression, organization, expression—that is the orderly process of mental activity—and we violate it absurdly when we ask the child to express what he has neither received as true and orderly impression nor has organized.

In the next issue we shall illustrate concretely the problem of method in description and shall give some compositions obtained as the result.



SOME WATER WAYS OF AMERICA

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The Great Lakes have been from the beginning the great channel of commerce of America. Over them the great Northwest sends its commerce to the eastern coast and from there to all parts of the world. The question in early days was how to get the produce to the eastern settlements and from there to Europe. In earlier times, before the railroads, it was almost impossible to transport any produce from the West, unless it was taken down the Mississippi and from there around thru the Gulf and then along the Atlantic coast, or across to Europe.

There were two routes from the eastern cities to the West. The way from Philadelphia and Baltimore was by "Conestoga" wagons across the mountains to the Ohio valley; the other was up the Hudson from New York and then across the state in light boats to the Great Lakes. Both of these routes were long, wearisome journeys and the men who made them were compelled to endure much hardship.

De Witt Clinton, the governor of New York, was the man who directed the work. He was able to see that by connecting the Hudson river with the Great Lakes it would draw the trade away from the West and make New York the metropolis of the East. It was first proposed that the United States build it but the other states objected, especially the southern states. Even a part of the state of New York objected, claiming that it would be no benefit to them. It was a great undertaking but it succeeded and was opened for use in 1825. This canal was the magic touch to the commerce of the Great Lakes. It at once became the great channel of commerce. It was built from Buffalo to the Hudson some distance above Albany. Buffalo grew at once to be a large city. Cities were built all along the canal.

The ditch was four feet deep, forty feet wide and 363 miles long. New York could now get goods to the West and bring produce in return, cheaper than they could be brought by way of New Orleans. She had succeeded in drawing the western trade to her.

Philadelphia and Baltimore became jealous of New York and put up a fight for the western trade. Philadelphia determined to build a canal to Pittsburg, despite the mountains. Baltimore, seeing the move of Philadelphia, determined to build a horse railroad across the mountains in order that she might share the western trade. It will be remembered that steam railroads were not yet known. In three years she had it running as far as Ellicott's Mill. Philadelphia, seeing the success of this move, abandoned her canal scheme and determined to build a railroad. In time this move developed in the Pennsylvania railroad from Philadelphia to Pittsburg; and the Baltimore move resulted in the Baltimore and Ohio railroad.

There were many canals dug along the eastern coast, that are now in use. Some were dug west of the mountains, from the Great Lakes to the Ohio and part of them are now in use.

In 1835 the Erie canal was made six feet deep and a few years later another foot was added and it was made 74 feet wide at the top and 56 feet at the bottom. Here it remained till late years. A few years ago it was proposed to enlarge it so that larger boats could be navigated; and the activity of the movement for commerce on the St. Lawrence has caused New York to appropriate \$101,000,000 for the purpose of digging a new canal and the work is now begun. Civil engineering has developed new methods and this has given new significance

to the Mohawk river and thus brought about the new canal.

The water way around Niagara Falls is by way of the Welland canal. In recent years the government of Canada has been working a deep-water way around the Thousand Islands in the St. Lawrence and this has caused a great deal of the commerce to flow that way to the Atlantic. This way could be made deep enough for ocean ships and would not cost so much as to deepen the Erie. This has helped cause the active movement in New York. However, the St. Lawrence route would only invite foreign trade and that is spasmodic, and is closed part of the year on account of ice. The Erie canal trade is constant because of the home demand.

There has been a great demand for a canal from the Great Lakes to Pittsburg. The Great Lakes have the ore and Pittsburg has the coal. The ore is now taken across the barrier by rail; but this is not so cheap as it would be if a canal connected the Lakes with the Ohio river. The shortest way from Lake Erie to the Ohio is from Ashtabula to Pittsburg. The fifty-ninth congress chartered a company to build this canal. The estimated cost is \$35,000,000. When this is complete the ore and the coal can be gotten together much cheaper. However it will not connect the Great Lakes with the Gulf for it will be some time before the Ohio will be deep enough, but the government will soon be at work dredging and straightening the channel.

The people of Chicago are very anxious for a canal to be dug connecting the drainage canal with the Mississippi, thru the Illinois. This could be done by deepening the channel of the Illinois river. With the modern improvements in machinery, this could easily be done. The president is now advocating this move and the people of Chicago are making a desperate effort to bring it about. When this is done and the Panama canal is completed, Chicago will be 500 miles nearer the Orient.

BLACKBOARD ILLUSTRATION IN GEOGRAPHY—V.

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In the November article of this series the subject of "Running Waters" was begun, and the discussion and illustrations were confined largely to the phenomenon of water-falls. In the present article it is our purpose to carry the subject farther by considering other phases of stream action easily observable.

Any torrent in a high-land area descends rather rapidly for perhaps a few miles, and, owing to its velocity, is enabled to carry rocks and other detritus in its current. Ere long, however, its speed slackens, owing to a less precipitous descent, and in time some of the larger stones and fragments are deposited upon the banks, the smaller pebbles are carried farther down, while the finer material descends still farther in the course. A terrace becomes thus formed and the first evidences of a true river become apparent.

Follow the stream down its channel and we shall find flood plains on either hand, consisting of sediment brought down and deposited in times of high water. The overflow of the Nile forms a striking illustration of what large quantities of alluvial soil a river may carry in its bosom. The formation of deltas furnishes also an instance in point. Even the smallest brooks and creeks offer tangible evidences of their erosive power. Owing to the richness of the alluvial soil, water-loving trees soon spring up on the banks of the streams, and the picturesque willow forms a pleasing feature of many a landscape.

The work of making alluvial deposits, continued over long periods of time, gives to the world such rich areas as are found along the lower Mississippi, the Amazon, the rivers of India, China, etc. Evidences go to show that the state of Mississippi and adjacent areas are the

handiwork of the "Father of Waters," the territory having been estimated by Shaler as being equal to fifty thousand square miles, on the average fifty feet thick, representing about five hundred cubic miles of material. The eastern part of China, also, furnishes an example of the outward extension of the land surface due to stream action.

Many topics for interesting study crowd before us. The question of water supply and control is prominently before the people of the United States, especially in portions available for irrigation, and also sections subject to damage by overflow. The subject of subterranean erosion, and also corrosion, is indeed fascinating. The disposition of sediment in the oceans, and its need for the maintenance of submarine life, the reactionary influence of salt water, all offer attractive revenues for research and study. Another topic, often of vital interest, is the everchanging course of a stream's flow, making it often a problem regarding the desirability of establishing towns or factories at certain locations upon its banks. This brings us to the subject of lateral erosion which forms the basis for the accompanying sketch.



A very noticeable feature of a stream's course is its serpentine meanderings thru the land. It swings its way forward in graceful curves, making its actual length much greater than the direct distance between source and mouth. Instances are quite common where the direct distance between cities on the same stream is many miles less than the river route. Oxbow curves and crescent-shaped lakes often result from this phenomenon.

This lateral swing of the river in its course results in the cutting into of the concave bank and the deposition of the sediment thus loosened at a point farther down on the opposite bank. It thus happens that thousands of years may elapse before a given quantity of soil ultimately reaches the ocean. Trees are gradually undermined and carried away. Fences are often obliterated in a night, due to the carrying away of the soil in which they were placed. Bluffs, with overhanging trees and threatening boulders are a common sight even along the smallest streams.

Another interesting observation attending stream meanderings is the fact that if, either from a natural or an artificial cause, the usual swing of a stream is interrupted, the points of rebound will be changed and the river will begin to tear down and rebuild at new points in its course.

SKETCHING A STREAM

In making a drawing of a section of a running stream it will be well, perhaps, to locate the foreground features and then place the point of disappearance of the stream in the distance. Use care here and do not place

this point too high. Next determine the turning points of the stream. This will be one of the most essential things to be guarded. The streams will appear wider at the turns than at the intermediate points, a fact due to the laws of perspective. Furthermore, observe, that if two straight lines be drawn from front to back just touching the outside points of the curves, they will have a tendency to converge to a point. Then, again, the

distance from front to back between similar sections of the stream becomes less, owing also to perspective. If these features of the sketch are strictly observed the most essential points in the drawing will be obtained. A very common error is to give the stream the appearance of repeated curves like the letter "S," extending from the bottom of the picture to the top. In working in the bluffs, the characteristics should be studied, there being a difference between the face of a bluff and that of a cliff.

The overhanging tree, the shrubbery, the projecting boulders are simply subsidiary features, thrown in for pictorial effect. The same may be said for the willows in the distance and the island in the foreground. The point driven at is the meandering course and lateral erosion. A sketch of this kind may be used also in history, illustrating such points as the siege of Vicksburg, the capture of Island No. 10, the City of Seven Hills, or "When Horatius kept the bridge, In the brave days of old."

Literature abounds with references to "running waters." Recall Tennyson's "Brook:"

"With many a curve my banks I fret
By many a field and fallow,
And many a fairy fore-land set
With willow, weed and mallow.

"I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go
But I go on forever."

Or, take note of the beauty in "The Song of the Chattahoochee" by that sweet singer of the southland, Sidney Lanier:

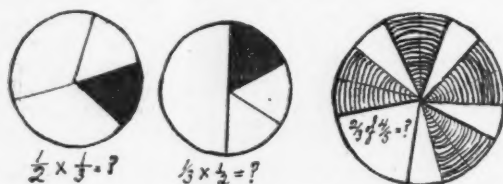
"All down the hills of Habersham,
All thru the valleys of Hall,
The rushes cried, 'Abide, abide,'
The willful water-weeds held me thrall,
The loving laurel turned my tide,
The ferns and the fondling grass said, 'Stay,'
The dewberry dipped for to work delay,
And the little reeds sighed, 'Abide, abide,'
Here in the hills of Habersham,
Here in the valleys of Hall."

ARITHMETIC

FRACTIONS—MULTIPLICATION AND DIVISION

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The problem, a fraction multiplied by a fraction, as 2-3 of 4-5, should be analyzed and worked out a part at a time. Suggested method: Send the children to the board. Let each draw a circle and find $1\frac{1}{2} \times 1\frac{1}{3}$ of it, showing the result by shading. Let them determine by their own investigations what part of the whole circle the shaded part is. Then find $1\frac{1}{3} \times 1\frac{1}{2}$ and determine what part of the circle they have. Their drawings will appear something like the accompanying figures.



Then give in a similar manner $1\frac{1}{3} \times 1\frac{1}{4}$, $1\frac{1}{4} \times 1\frac{1}{3}$, $1\frac{1}{5} \times 1\frac{1}{3}$, $1\frac{1}{3} \times 1\frac{1}{5}$, $1\frac{1}{5} \times 1\frac{1}{4}$, etc. When many similar examples have been worked out by drawing, cutting, or folding, etc., let the pupils note how they could get the same answer from the numbers themselves without resort to the diagrams. When able to express the rule for this kind of examples, and work similar examples by it, let them work out by a diagram $2\frac{1}{3} \times 1\frac{1}{2}$ of a circle, that is, 2 of the thirds of $1\frac{1}{2}$ of it; $2\frac{1}{5} \times 1\frac{1}{3}$, $4\frac{1}{5} \times 1\frac{1}{2}$, etc. Deduce a rule by observation of answers. Then let them make a diagram for $2\frac{1}{3} \times 4\frac{1}{5}$ of a circle; viz., 2 of the thirds of each of the four-fifths of a circle. After several examples have been worked out by diagram, a full rule can be deduced by observation as before. If considered desirable, all the cases can now be gathered into the rule above cited and drill exercises for skill be given. The success of this work will depend upon going slow enough so that the pupil can work out his own processes. If hurried he will fail to get results except from others, and it would be far better to tell him outright than to go thru a make-believe process of rational analysis.

If the rational method is attempted, the teacher should remember that her aim in the work should be the acquisition of skill in computation. Of course, if the work is well done, power of analysis, reasoning power if you please, will be acquired; count it a valuable byproduct, but keep the eye clearly on the aim, skill in computation. If the rational method thru the law of memory ("the

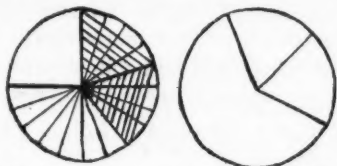
deeper the impression made upon the mind the better the memory") does not bring about greater effectiveness and skill in computation, it were better to use the telling method. The rational method improperly applied usually leads to confusion, discouragement and loss of time.

Before attempting to develop the rule for division of fractions by the rational method the meaning of division should be appreciated by the class. Let them see by a series of concrete problems in division that two ideas are involved. This may be illustrated by the types: 4 oranges cost 20 cents, find the price of one; and, at 4 cents each how many oranges can be bought for 20 cents? These two ideas in division may be illustrated in the example $8 \div 5$, by $1\frac{1}{5} \times 8$ and the number of 5's in 8. If such concrete problems as the above be given for thought analysis in the earlier work till the pupils fully appreciate the meaning of division; viz., partition and measurement, better work can be done in a rational development of the rule.

Take first the problem illustrated by $2\frac{1}{3} \div 5$. Let the pupils apply the two ideas of division and determine which is the simpler interpretation; as, does $2\frac{1}{3} \div 5$ mean the number of fives in $2\frac{1}{3}$ or one-fifth of $2\frac{1}{3}$? When the latter meaning dawns upon them, let them express it as $1\frac{1}{5} \times 2\frac{1}{3}$. A rule for this problem has been worked out in multiplication of fractions. Let the pupils temporarily word their rule to suit themselves; or, if you wish to anticipate the final rule, let the pupils see that if they had placed one as the denominator of the integer and inverted the divisor they would get the same result. After many examples of this problem, take such an example as $3 \div 2\frac{1}{5}$. Again let them test its meaning by their two notions in division. Does it mean how many 2-5 of anything in three of the same things: as how many 2-5 of a circle in three circles, or one 2-5 of 3 ($1 \div 2\frac{1}{5}$ of 3)? Which is the simpler notion? When this has been determined, let them count out the number of 2-5, say, of circles in three circles. After repeating this process in several examples, let the pupil formulate a rule: as, in $3 \div 2\frac{1}{5}$, it will be found that $7\frac{1}{2}$ two-fifths will be found, or 15-2. This, it can be seen, is found by taking $3 \times 5 \div 2$, an application of the rule above stated, the divisor is inverted and the operation is that of multiplication.

The same method can be presented in the case of a fraction divided by a fraction. Determine first which kind of division is most clearly called for, being careful to take an example in which the divisor is less than the dividend. It can easily be appreciated that before the parts denoted by the divisor can actually be counted out of the parts in the dividend, the parts in both divisor and dividend must be of the same size, hence the fractions must be reduced to a common denominator; then the number of times the divisor is contained in the dividend can be found. By examination of the answer (it shows clearer if the operations performed be indicated) the same rule as for the other two cases can be deduced; viz., Invert the terms of the divisor and proceed as in multiplication of fractions. $3\frac{1}{4} \div 2\frac{1}{5} = 15\frac{1}{20} \div 8\frac{1}{20}$ (15 twentieths divided by 8 twentieths) $= 15\frac{1}{2} (3 \times 5 \div 4 \times 2) = 1\frac{1}{4}$. By a study of the indicated form $3 \times 5 \div 4 \times 2$, it can be seen that the divisor, $2\frac{1}{5}$, has been inverted and that the operation is that of multiplication.

This last problem, however, is so difficult that for a fifth or a sixth grade class the rule had better be drawn by inference from the other two problems, the teacher simply telling them that the same rule applies, giving them many examples for emphasis.



($3 \div 2 = 1\frac{1}{2}$; i. e., how many of the two-fifths in $3 \div 4$?)

Probably the most difficult notion in division is illustrated by the example $3 \div 5$ when it means how many fives in 3? Truly stated there are none. But it may be answered that there are $3 \div 5$ of a five in 3. This case arises in such a problem as how many fives in 18? The answer 3 and $3 \div 5$ can only mean that there are 3 fives and $3 \div 5$ of another five in 18.

This difficulty of course may be raised in division of fractions in determining the meaning of the abstract process to be performed in such an example as $2 \div 3 \div 4$; but it is not wise to raise the question in that connection in the earlier work. Let the simpler meaning determine the thought analysis, as the rule will be the same by either method.

The above discussions will be misunderstood unless it is appreciated that by whatever method the rule is developed the purpose is to teach the pupil most quickly and effectively to perform the processes of multiplication and division.

In handling complex fractions probably the best manner of procedure is to consider them expressions of division in which the divisor is below the line and the dividend above the line. The pupil can then for himself deduce the rule: "Divide the numerator by the denominator." Having completed the subject of division, this requires no further explanation.

Examples in complex fractions, in which only multiplication and division are involved, can be solved more readily if the whole is arranged as a problem in multiplication of fractions; as:

$$\frac{1\frac{1}{2} + 2\frac{1}{2}}{5\frac{1}{2} \div 4\frac{1}{2}} \times 2\frac{1}{2} = \frac{4}{2} \times \frac{5}{2} \times \frac{5}{2} \times \frac{5}{2} \times \frac{3}{4} = \frac{6}{1}$$

Sufficient drill should be given so that pupils are reasonably expert in expressing this class of complex fractions in above form ready for the computation.

ORAL SUPPLEMENTARY ARITHMETIC

(Copyrighted, 1907.)

MISS LAURA NEWHOUSE, Willard School, Chicago.

(These problems and stories are intended to supplement the work of the text-book used in the second and third grades. They are related to the actual interests of child life and designed to supply what most text-books lack, a fund of oral problems.)

1. 6 cows and 3 cows = .. cows.
2. Two kites and 4 kites = kites.
3. 5 jars and one jar = jars.
4. 8 pigs and two pigs = .. pigs.
5. 4 apples and 6 apples = apples.
6. 5 birds and two birds = birds.
7. Two trees and one tree = trees.
8. 7 books and two books = books.
9. 9 lines and one line = lines.

10. 5 pins and 5 pins = pins.
11. 3 eggs and 4 eggs = eggs.
12. 6 apples and two apples = apples.
13. 4 lines and two lines = lines.
14. 6 bees and 4 bees = bees.
1. I have two apples and you gave me 4 apples. I have apples.
2. If you have 5 books and I give you 4 books, you will have books.
3. If I have one cup and you give me 9 cups, I will have cups.
4. If you have two branches and I have one, we have branches.
5. Mamma had 6 pins and I gave her 4; she had pins then.
6. A baby had 7 balls and I gave her two, she had balls then.
7. Two birds are in one nest and 5 in the other; there are birds in both nests.
8. I have 7 caps and he has 2 caps; we both have caps.
9. Here are 6 eggs and you have 3 eggs; that makes eggs.

(Note—The value of these elliptical exercises lies in the power of the child to read these problems so that a listener could not know where the dash occurs.)

Teacher draws picture of a house with apple trees around and nests in them showing some eggs. The new feature here is the suggested work found in the story.

We have an apple tree.

There are 3 birds on one branch and 4 birds on another branch.

There are birds on the tree.

I see 3 birds flying to the tree.



Then there will be birds on the tree.

There are two nests in the tree.

In one nest there are 3 eggs.

In the other there are 4 eggs.

There are eggs in both nests.

On one branch there are five apples.

On another there are four apples.

There are apples on both branches.

I picked 6 apples and then 3 from the tree.

I had apples.

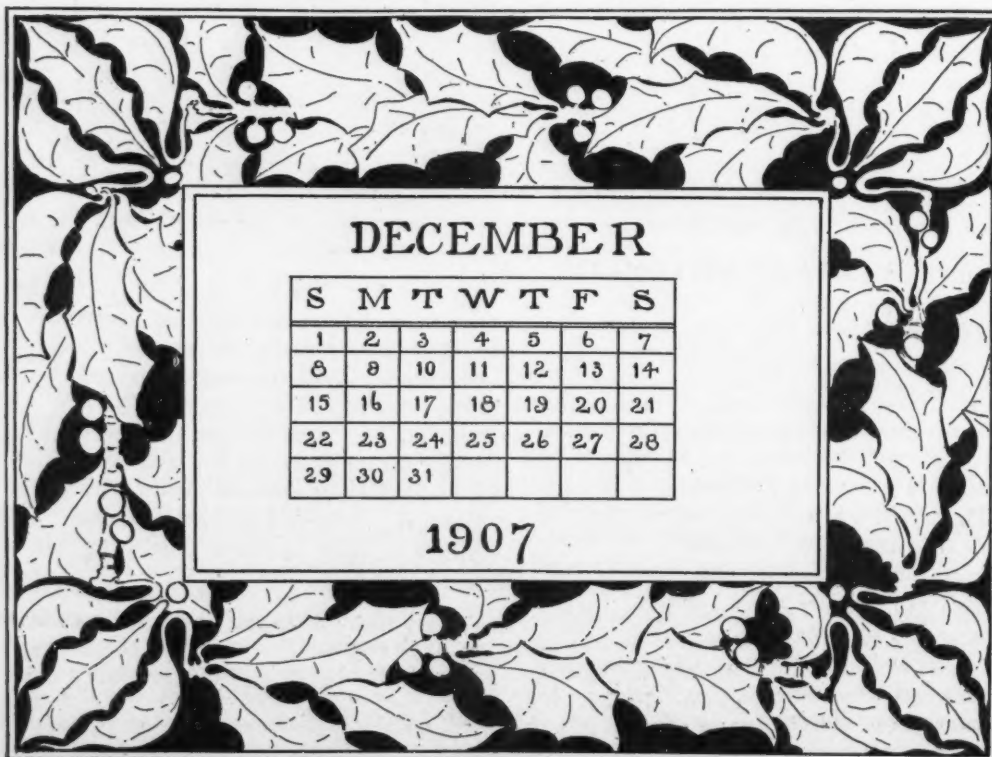
1. Mary had 4 dolls and I gave her 3 dolls, she then has dolls.

2. If I have 5 cups and you give me 3 cups, I will have cups.

3. We have 7 trees and you have 2 trees; we both have trees.
4. John had 5 tops and I gave him 3 tops; he had tops.
5. Mary has 3 flags and John has 7 flags; they both have flags.
6. If you have 8 books and Mary gives you 2 books, you will have books.
7. John saw 4 ducks and Mary saw 3 more; they both saw ducks.
8. Here are 6 bees and I see 4 more; there are bees in all.
9. I ate 7 nuts and Mary ate 3; we both ate nuts.
10. A man had 5 bells and John gave him 4 bells; he had bells then.
1. One bird and 8 birds = how many birds?
2. 5 trees and 3 trees = how many trees?
3. 4 babies and 2 babies = how many babies?
4. 6 cups and 6 cups = how many cups?
5. 7 dogs and two dogs = how many dogs?
6. Three fans and 4 fans = how many fans?
7. How many cats are 5 cats and 5 cats?
8. How many flags are three and two flags?
9. 7 apples and three apples = how many apples?
10. 6 nests and 4 nests = how many nests?
11. Three and 5 books = how many books?
12. How many caps are 4 caps and 7 caps?
13. How many pins are 5 pins and one pin?
14. Three and 3 rats = how many rats?
15. How many pigs are 7 pigs and two pigs?
16. How many bees are 5 bees and 6 bees?
1. John has three balls and I gave him 4 balls. How many balls has he?
2. Mary had 5 fans and John gave her 6 fans. How many fans did she have?
3. Frank has 7 tops and I gave him 3 tops. How many tops has he?
4. I have 8 kites and Mary gives me 3 kites. How many kites have I?
5. I ate 4 eggs and Frank ate 5 eggs? How many eggs did we both eat?
6. John has 6 birds and Mary has 6 birds. How many birds have both?
7. I had three pins and a girl gave me 6 pins. How many pins did I have then?
8. Mary had 7 apples and Frank gave her two apples. How many apples did she have then?
9. A man had 6 cows and Frank gave him 5 cows. How many cows did he have then?
10. Mary had 4 dolls and her mamma gave her two dolls. How many dolls did she have then?

DECEMBER BLACKBOARD CALENDAR

MISS N. M. PAIRPONT, Fitchburg, Mass



Nature Study

DECEMBER NATURE STUDY WITH CORRELATED WORK FOR FIRST AND SECOND GRADES

MARY EATON, Nash School, Chicago, Ill.

THE FIR TREE

Memory Gem—"The Little Fir Trees."

Hey! little evergreens, sturdy and strong!
Summer and autumn time hasten along.
Harvest the sunbeams, then, bind them in sheaves,
Range them and change them to tufts of green leaves.
Delve in the mellow mold far, far below,
And so, little evergreens, grow, grow, grow,
Grow, little evergreens, grow!

Up, up, so airily to the blue sky,
Lift up your leafy tips stately and high;
Clasp tight your tiny cones, tawny and brown;
By and by buffeting rains will pelt down.
By and by, bitterly chill winds will blow,
And so, little evergreens, grow!
Grow, little evergreens, grow!

Gather all utmost beauty, because—
Hark till I tell it now—how Santa Claus
Out of the Northern Land, over the seas,
Soon shall come seeking you, evergreen trees!
Seek you with reindeer soon, over the snow:
And so little evergreens, grow!
Grow, little evergreens, grow!

What if the maple flare flaunting and red,
You will bear waxen white tapers instead.
What if now, elsewhere birds are beguiled,
You shall yet nestle the little Christ Child!
Oh! the strange splendor the fir tree shall know!
And so, little evergreens, grow, grow, grow!
Grow, little evergreens, grow.

—St. Nicholas.

NATURE

The Pine Family

You know of the "old woman who lived in a shoe and had so many children she didn't know what to do," well, that was a pretty big family, wasn't it? But I am going to tell you about a family of thirty-nine children. That is, there are thirty-nine children in the family, but I am going to tell you about only a few of them.

To begin with, the name of the family is Pine. The children are not very beautiful to look at, and they wear the same dress all the year round, a green dress that never seems to wear out. They are rather sharp and touchy, so you would not like to get too near them; but they are generous and give people many things they want. Now I'll tell you some of their names: There is Norway Pine, a big strong fellow, the big

brother of the family, whom they sometimes call Red Pine because of his complexion. Then there are Yellow Pine, White Pine, Pitch Pine, Spruce, Hemlock, Larch, Tamarack, Cedar and the dear little Fir, and many more. Aren't those queer names? Can you guess what kind of a family this is? Yes, it is a family of trees—and a very fine family it is, too.

You have seen many of these children of the Pine family but I suppose you called them all Christmas trees and did not notice how very different the brothers and sisters are from each other. You can find these trees in winter just as well as in the summer and see if you can tell them apart. The Red Pine will have its needles in bunches of twos—long needles four to six inches long. The White Pine has clusters of five needles, three to four inches long. Larch has branches like long tassles. Spruce, Fir and Hemlock have very short needles. The Cedars have broad, flat open leaves which the Indians call feathers. All this big family have something good to give us; but most of all, they give us wood.

Turn any way you will in the house or out doors and you will be sure to see some of this Pine family. I am going to leave that for you to find tho, while I tell you



of something else that White Pine gives us. Bunches of gray moss like tufts of gray hair grow out of the trunks of these trees and the Indian mammas love to find this to line their babies' cradles. It is warm and soft and clean and sweet. The red-breasted crossbills come and pick seeds out of the cones. Men cut pockets in the sides of the Pine trees and in a short time the trees fill these pockets with a sticky juice called resin, which the men take away and make into turpentine, tar, and rosin. Just think, you couldn't have your house built or painted or roofed if this good family didn't help you. The Red and Black Spruce give the children spruce gum, and give people wood fibre to make paper pulp. Hemlock gives us bark to tan our leather. Larch gives us long poles for telegraph poles, fence posts, railroad ties and ship's timbers. Cedar gives us wood for

chests to keep out moths, and for lead pencils. Last of all, the dear little Fir gives us our Christmas trees, and you will know pretty soon what they will give you. Now, don't you think this is a good, kind family to give us so much?

STORIES FOR REPRODUCTION

These may be based on "The Discontented Fir Tree," the Fir that was so unhappy because it was so small that even the rabbits hopped about it. Later it saw the trees being cut down and asked the birds where they were taken to. The birds told the Fir that these trees were taken away on big ships. Next they told of seeing them in houses covered with beautiful lights and presents. This is merely a rough sketch of Anderson's story, but I use it as an outline.

Drawing

Using the above story as a basis draw series of pictures, illustrative as:

1. The little tree when the rabbit hopped over it.
2. The tree larger when the birds were telling it of the other trees and the men were chopping trees down.
3. The tree carried off in a wagon to town (or on ship).
4. The tree in the house, decorated.

Songs

The Christmas Tree—Primer 106.
The North Wind Doth Blow—Corinne Brown.
Sleighb Song—Corinne Brown.
Shine Out, Oh Blessed Star.
Christmas Bells—Primer 44.
Christmas Time—Primer 104.
Kris Kringle—Seaflet.

The above songs, while referring more to Christmas than to the tree, lend themselves well to rhythm work—for which a slight suggestion:

Rhythm

1. Hands raised to point above head to tree. Sway to the wind's blowing.
2. Cutting down tree.
3. Trimming tree or taking down presents.
4. Skipping around tree.

Construction

1. Borders of Christmas trees.
2. Decorate the room as if it were a tree, with chains and pendant yellow stars which the children can make.
3. Boxes decorated with trees.
4. Hexagonal baskets for work baskets, tied, and decorated with trees (for which I can furnish the pattern.)

Other Suggestions for Christmas Construction

1. Calendars of rough watercolor paper decorated with holly or California red flower cut from paper napkins and pasted on.
2. Santa Claus bookmarks.
3. Four glazed blotting papers, each with three months of the calendar on back, tied with holly ribbon.
5. Christmas lanterns.
6. Toys.
7. Bags made from natural-color burlap (the colored crocks) with a border woven, where threads have been drawn, in baby ribbon.

THE BEAUTIFUL BLANKET

SARAH E. SPRAGUE, Chicago.

A million little snowflakes
Were hovering in the air,
When suddenly a message came:
"The earth is brown and bare,
And flowers now are dying
Because they are so cold;
Oh, snowflakes, make a blanket
And all the earth enfold!"

Who sent the message to them,
They never stopped to ask,
Nor did they idly spend their time,
But set about their task.
They'd made so many blankets,
They knew just what to do,
And all began the weaving
Before the day was thru.

To make the blanket warmer,
To make the blanket warmer,
That could be found in Cloudland;
To make it long and full,
They bordered it with swan's down;
For fear it might be thin,
They picked the poor old sky goose,
And wove her feathers in!

And so they made the blanket
And spread it o'er the ground
To cover all the flowers
And keep them safe and sound;
And if you'll take the trouble
To go where 'tis displayed,
You'll find this self-same blanket
And see just how 'tis made.

OUTLINE FOR STUDY OF SNOW

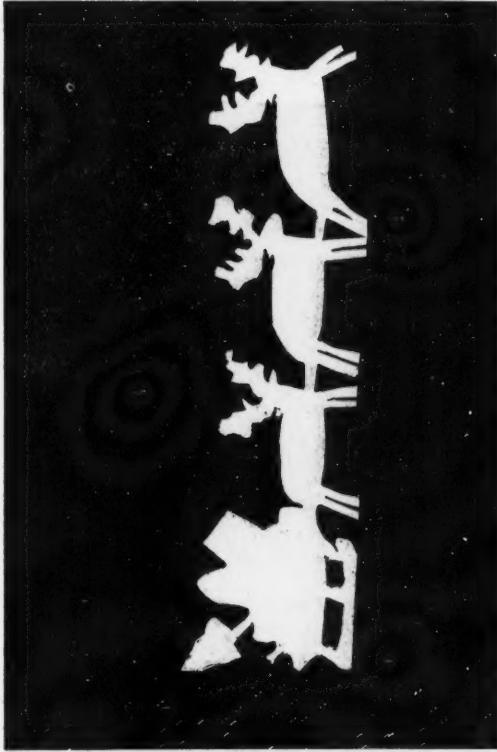
- I. What Snow Is (frozen water).
- II. Characteristics of Snow Crystals.
Color—shapes—number of sides.
Give out light—prismatic edges give colors of the rainbow. Fill more space than water.
- III. Uses of Snow.
Stores moisture, melts and irrigates dry places.
Protects roots of plants.
Snowflakes collect dust and leave the atmosphere pure.
- IV. Pleasures Afforded by Snow.
Makes the winter season beautiful.
Furnishes opportunity for sleighing, coasting, etc.
- V. Where it Never Snows.
- VI. Where There Is Snow all the Year.
Connect with geography work on cold countries.
—The Third School Year.

NEW YORK STATE'S CHILD LABOR LAW

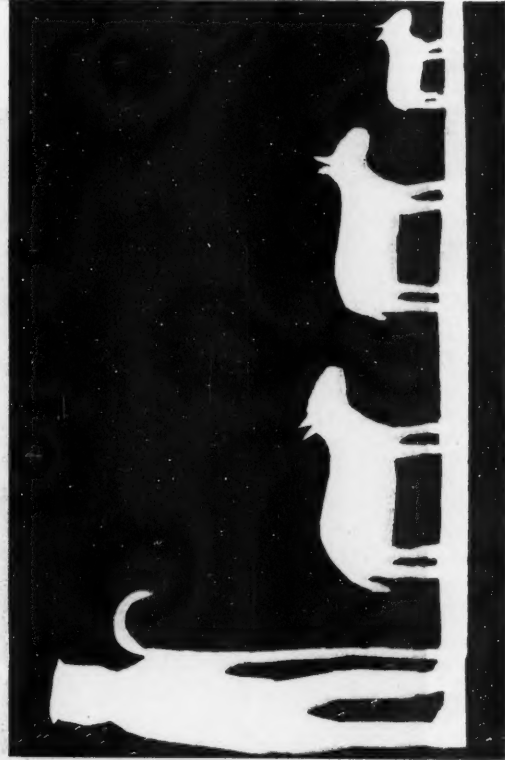
The state of New York has set the example to the other states of the Union in taking a forward step in the adequate protection of its children. The legislature of the state recently enacted a child labor law which will go into effect at the beginning of next year. The new law allows boys and girls under sixteen years of age to be kept at work for eight hours only, and that between the hours of eight in the morning and five in the afternoon. The former law allowed children under sixteen to work nine hours, between six in the morning and seven in the evening. The children of the state are entitled to this sort of protection, for the welfare of the state and the nation depends upon the health and vigor of future men and women.

DECEMBER PAPER CUTTING

GRACE H. LOPER, Colorado Springs, Colorado.



Santa Claus and His Reindeer



A Shepherd and His Flock



One of the Wise Men



"The Little Town of Bethlehem"

DECEMBER BLACKBOARD DRAWING

MISS MARGARET PUMPHREY, Oak Park, Ill.



CHURCH CALENDAR FOR DECEMBER, 1907.

S. 1—1. Sunday in Advent. G. There Shall be Signs, Luke 21.

M. 2—Bibiana, V. M. Silvanus. Paulina.

T. 3—Francis Xavier. Sophonias, Pr.

W. 4—Peter Chrysologus, B. D. Barbara.

Th. 5—Sabbas, Ab. Bassus. Pelinus, B.

F. 6—Nicholas, B. Dionysia. Leontia.

S. 7—Ambrose, B. D. Polycarp. Urban.

S. 8—2. Sunday in Advent. G. John in Prison, Matth.

11. Immaculate Conception B. V. M.

M. 9—Leocadia. Gorgonia. Proculus, B.

T. 10—Damasus. Daniel. Barsab. Thraso.

W. 11—Melchiad. Eulalia. Julia. Merkury.

Th. 12—Our Lady of Guadalupe. Synesius.

F. 13—Lucy. Othilia. Orestes. Jodocus.

S. 14—Nicasius. Eutropia. Agnellus.

S. 15—3. Sunday in Advent. G. John's Testimony, John 1.

M. 16—Eusebius. Albina. Beanus. Ananias.

T. 17—Lazarus. Sturmius. Olympias, W.

W. 18—Ember day. Expectation B. V. M.

Th. 19—Nemes. Adjutus. Fausta. Zosim.

F. 20—Ember day. Eugene. Theophilus.

S. 21—Ember day. Thomas, Apostle.

S. 22—4. Sunday in Advent. G. The Mission of John,

Luke 3.

M. 23—Victoria, V. M. Gelasius. Servulus.

T. 24—Adam and Eve. Tharsilla. Vigil.

W. 25—Christmas. Anastasia. Eugenia.

Th. 26—Stephen, Protomartyr. Denis, P.

F. 27—John, Ap. Ev. Max. Theophan.

S. 28—Holy Innocents. Theophila, V. M.

S. 29—Sunday After Christmas. G. The Prophecy of

Simeon, Luke 2.

M. 30—Anysia, M. Sabinus, B. Rainer, B.

T. 31—Silvester, P. Columba, V. M. Hermes.

THE STORY OF THE NATIVITY

A CLASS READING FOR CHRISTMAS.

By Winifried Wray.

God in his great love for mankind decided to help the people on earth to become good; and the Second Person of the Blessed Trinity, whom we call God the Son, had said that he would come down into the world and take on Himself the sins of men. To do this He would become a man, just like other men, with a body which would suffer pain, and which would die; so He took a human shape and body, and was born as a little baby on Christmas day. His mother was the Blessed Virgin Mary, and her husband, St. Joseph, was the guardian or foster-father of our blessed Lord.

The little baby, who was God, took the name of Jesus, which means Savior, because He had come to save mankind; and we call Him Jesus Christ, which means anointed, because He is Our King as well as Our Savior, and kings are always anointed when they are crowned.

Now I will tell you about the life of Our Lord Jesus Christ upon earth.

First of all, before the time came for Him to be born, God sent one of His angels, whose name was Gabriel, to tell the Blessed Virgin what was to happen to her.

The angel appeared to Our Lady, and said:

"Hail, full of grace, the Lord is with thee"; then he told her that she would have a little baby, and that that little baby would be God the Son, who was coming to the earth to save mankind.

Our Lady was at first much frightened, for she knew that no woman could deserve to have such an honor. But she remembered that God knows best about everything, so she said:

"Behold the handmaid of the Lord, be it done unto me according to Thy word;" that is to say, I am God's servant, and He must do with me anything He wishes.

Then the angel told the Blessed Virgin that her cousin, St. Elizabeth, would soon have a little baby; so Our Lady went immediately to visit St. Elizabeth and to help her.

When Our Lady had nearly come to the end of her journey, St. Elizabeth came out to meet her. As soon as she saw the Blessed Virgin, the Holy Ghost told her what had been done, and she said:

"Blessed art thou among women, and blessed is the fruit of thy womb;" for she knew that Our Lady's little Baby

was the Savior or Messias, whom the Jews had always been expecting to come and save them.

For a time Our Lady stayed with her cousin, till St. Elizabeth's son, St. John the Baptist, was born. The husband of St. Elizabeth was St. Zachary. God sent St. Gabriel the archangel to tell him that his wife would have a son, whose name was to be John, and who would be very good and holy; but St. Zachary would not believe what he was told, so the angel said to him:

"Thou shalt be dumb, and shalt not be able to speak until thy son is born."

So St. Zachary was dumb until after the baby was born, and then God allowed him to speak, and he called the child John, as the angel had commanded him.

Then the Blessed Virgin went back to her home in Nazareth, where she and St. Joseph lived.

After a time, the king or emperor, whose name was Caesar, ordered that every man should go to the town to which his father had belonged, so that his name should be written down, for Caesar wanted to know how many people he had to govern.

So St. Joseph and Our Lady travelled together to Bethlehem, where St. Joseph belonged. I am sure you have often seen pictures of Our Lady riding on a donkey, with St. Joseph walking beside her, taking care of her.

When they came to Bethlehem it was late in the evening, so St. Joseph tried to find a place of shelter for Our Lady; but the houses were all full, and nobody would take them in.

At last St. Joseph found a little stable with an ox and an ass in it. He brought Our Lady into this stable, and there Our Savior was born. His mother wrapped Him up in swaddling-clothes, and laid Him in a manger full of straw.

At Christmas-time, when you visit the crib, you will see a figure of a little baby lying in a poor, miserable stable, with not even a bed to lie on, or nice, warm clothes to wear, and that will remind you of the birth of Our Lord in the stable of Bethlehem.

How proud and grateful we ought to be when we think that God loved us so much that He came down from heaven to live on the earth, to be very poor and suffer a great deal, so as to save us and atone—that is to say, make up—for our sins.

We shall not be inclined to grumble at every little pain or trouble or disappointment when we think of the little Baby who was born in the poor stable, though all the while He was King of heaven and earth.

Now I must tell you what wonderful things happened on the earth the night Our Savior was born. The first people to know of His birth were some poor shepherds, who were minding their sheep on a mountain near Bethlehem.

As they were sitting round their fire, for it was very cold, and they had lighted a fire on the hillside, they heard a sound of most beautiful music, and looking up they saw an angel, who said to them:

"Be not afraid, for behold, I bring you tidings of great joy, for tonight a Savior is born to you."

Then the angel told them that they would find the Savior lying in a manger in a stable at Bethlehem. Then a great number of angels appeared in the sky, and they were praising God, singing "Gloria in excelsis Deo," which means "Glory be to God in heaven, and on earth peace to men of good-will;" that is, to people who wish to be good.

As soon as the angels had gone, the shepherds said to one another:

"Let us go at once and see what is this wonderful thing that has happened."

So they left their sheep and went quickly down the mountain, and found the stable in which the infant Jesus was lying, and they adored and worshipped Him.

When the eighth day after the birth of Our Lord had come, He was circumcised according to the law of the Jews; for, though the little baby Jesus was really God and all powerful, yet, as a man, He obeyed the law in all things, so as to set an example of obedience to men.

The next people to hear about the birth of Our Lord were very different from the poor shepherds.

Far away in the East there lived three kings, who were also very wise and good. God had told men that one day a Savior would be born to redeem the world, and that wonderful things would happen when He was born, so

that men should know that their Savior was come. Among other signs a new star was to appear to announce or tell of the birth of Our Redeemer, that is to say, Savior.

Once, while these kings were praying, they saw the new star appear in the heavens. So they knew that the Lord must be going to be born. Immediately they set off to go to Him, taking with them rich presents of gold, frankincense, and myrrh. Gold, as the symbol or image of money given in alms to the poor; frankincense, as the symbol of prayer and praise; and myrrh, as that of penance. These three gifts meant that the kings were willing to give up all their riches and power to serve God and praise Him, and to suffer for His sake.

All the time that the Wise Men were travelling the star moved in front of them to show them the way, and at night it shone brightly, so that they were not left in the darkness.

When they had gone a long way the Wise Men came to Jerusalem, where the king of the Jews, whose name was Herod, was living. So they went to him and said:

"Where is He that is born King of the Jews? For we have seen His star and have come to adore Him."

But Herod was much frightened and troubled, for he said to himself:

"If there is to be a new King of the Jews, what is to become of me? I shall no longer be king."

So Herod called the priests and his advisers together, and asked them if it was true that a new King was to be born, and in what place. And they looked in all the holy books and prophecies—that is to say, promises of things that were to happen—and they told King Herod that the time had come for the Messias, or promised Savior, to appear, and that He would be born in Bethlehem.

Herod was very angry when he heard this, and he determined that he would find this new King, and kill Him. Of course he did not tell this to the Wise Men, but he said to them:

"When you have found out where this new King is, come back and tell me, so that I too may go to Him and adore Him."

This they promised to do.

They travelled on towards Bethlehem, and still the star moved in front of them, to show them the way. At last it stopped over a poor stable, and the Wise Men knew that they had come to the end of their journey. They got down from their camels, and went into the stable, and there they found the Blessed Virgin Mary, and the little baby Jesus, wrapped in His swaddling-clothes; and, kneeling down, they adored Him, and laid at His feet the gifts they had brought.

When it was time for them to return to their own country, they made up their minds to go back to King Herod and tell him what they had seen; but an angel appeared to them in their sleep and told them to go home another way, and not to tell Herod what had happened.

Now, there was a rule among the Jews that the eldest son of every family was to be given up to the service of God. But if the father and mother wished, they might buy him back by giving some present to the Temple. When forty days had passed after the birth of Jesus, St. Joseph and Our Lady took Him to the Temple to present Him to the priests, and to buy Him back for themselves with a pair of doves.

While they were in the Temple, there came in a very holy old man, whose name was Simeon. God had promised him that he should not die until he had seen the Messias. When Simeon saw the Holy Family, he knew at once that the little Baby was the promised Savior; and, taking Jesus in his arms, he thanked God for letting him live to see his Savior upon earth. Then Simeon spoke to Our Lady, telling her of the wonderful things her Son would do for men, and how much He would suffer, and how much sorrow she would have to bear. Our Lady felt very sad, but she did not complain, for God knows best, and she submitted herself to His will.

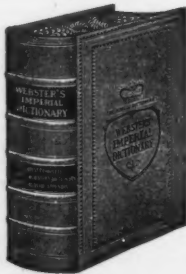
Soon after the Wise Men had gone away from Bethlehem an angel appeared to St. Joseph, the foster-father of our Lord, and said to him:

"Arise, take the Child and His Mother, go into the land of Egypt and stay there until I tell thee, for it will come

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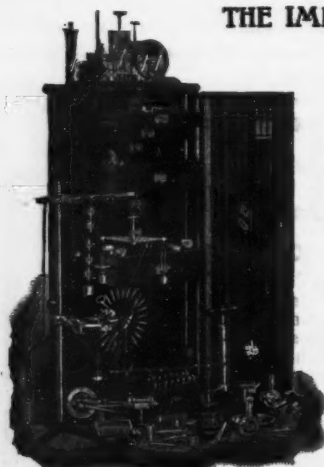
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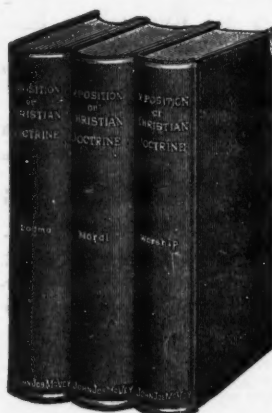
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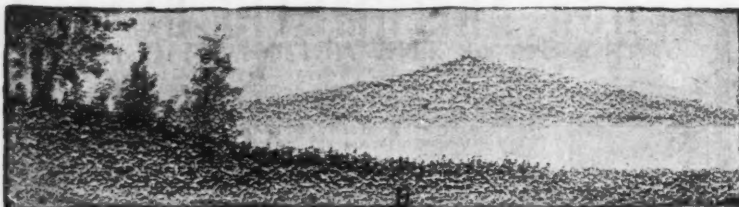
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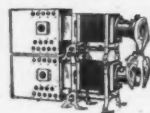
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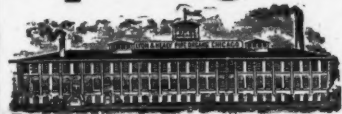
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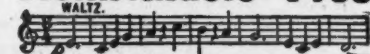
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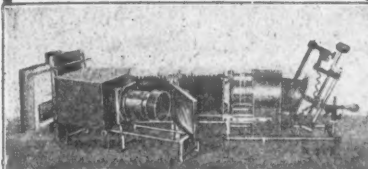
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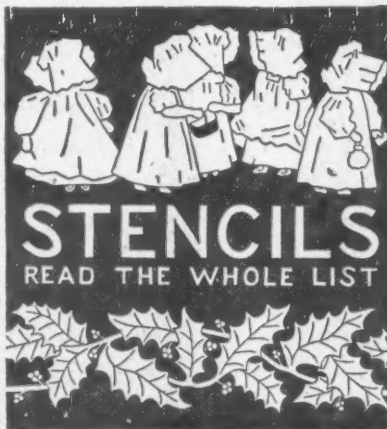
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